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ABSTRACT

The guidelines for integrating career development in the intermediate grades were prepared at a local career development workshop and include ideas for teachers developing programs and wishing to provide career experiences for their students. The guide briefly discusses the career development model and concepts, with suggestions for teachers. Units are presented relating to 12 personal and world of work related concepts, one or two objectives and accompanying learning outcomes, for grades 3-4 and 5-6. The related subject area, suggested learning activities, resources, and evaluation are outlined for each concept. The document concludes with an appendix of additional suggestions for activities related to each concept, sample unit plans, and study guides and worksheets. (BP)

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CAREER DEVELOPMENT CURRICULUM GUIDE

for

INTERMEDIATE GRADES

Division of Instructional Services
Unified School District No. 1
Racine, Wisconsin 53404

Revised, 1973

CE 003 724

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INTRODUCTION

The world of work is much different from what it was at the turn of the century. Increased size and complexity are the rule rather than the exception. Such conditions make the move from school to work difficult. Today's youth have few real contacts with the work world. As a result they have a narrow view of occupational opportunities, and little knowledge of what is expected from them.

To deal with these conditions, educators must assume a major responsibility to provide a carefully planned career orientation and exploration program at all age levels.

Achieving vocational identity is a process which begins in early childhood and continues into adult life. Recent research indicates that career development should begin in elementary school. Career development is a continuous, developmental process, a sequence of choices which forms a pattern throughout one's lifetime and which represents one's self concept. This being the case, it is the responsibility of every teacher to provide career orientation and exploration activities as a regular part of the total learning experience.

During their lifetime, probably one-half the children in school now will be employed in occupations that are not in existence today. Therefore, instead of emphasis being placed upon existing occupations, more attention should be devoted to understanding the world of work, developing positive attitudes toward work, and recognizing the need for continuous career growth.

An effective career development program should begin at the primary level and continue through high school giving youth an opportunity to continuously explore their attitude, aptitudes, and interests in relation to the wide range of educational and career opportunities which are available to them so they may avoid premature educational and vocational foreclosure.

These guidelines were prepared at a local Career Development Workshop, one of many throughout the state sponsored by the State Department of Public Instruction. The results of the various local workshops will provide input for DPI to develop State Guidelines for Career Development Programs, K-12. The Unified School District's Board of Education voted unanimous approval for participation in the statewide project.

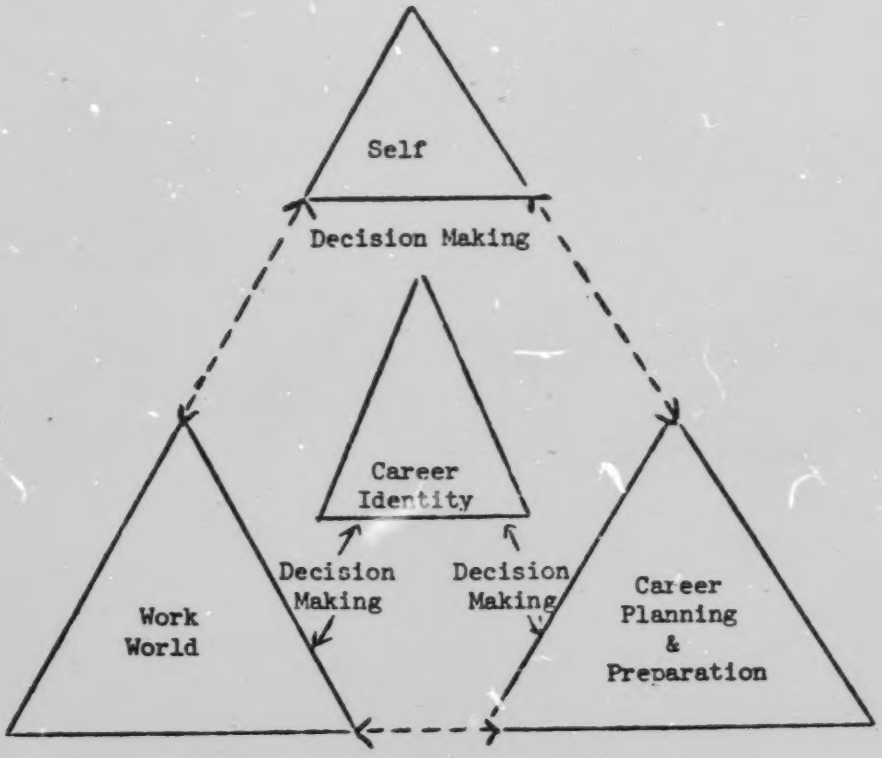
The contents of this guide contain ideas for ways that teachers may provide career experiences for their students. The creative, innovative teacher may find other ways within the present curriculum to provide these experiences.

The meeting of career development needs is the responsibility of all educational personnel and will require that career exploration activities in the school be approached in a manner equal to other major educational objectives.

CAREER DEVELOPMENT WORKSHOP PARTICIPANTS

Duane Barnes	Principal	North Park Elem. School
Daniel Bentz	Teacher	Wadewitz Elem. School
Barbara Braasch	Teacher	North Park Elem. School
Patricia Chiapete	Teacher	Schulte Elem. School
Gary Erickson	Teacher	Wadewitz Elem. School
Leonard Fowler	Teacher	Goodland Elem. School
Sue Hackbarth	Teacher	North Park Elem. School
Gene Kyle	Vocational Guid. Coord.	Central Office
Kathy Larson	Teacher	Schulte Elem. School
Charles Leonard	Teacher	Giese Elem. School
Daniel Melbye	Teacher	Franklin Elem. School
Lee Mulder	Teacher	Giese Elem. School
Margaret Nank	Teacher	Goodland Elem. School
Earl Nelson	Principal	Giese Elem. School
Robert Olson	Teacher	Giese Elem. School
Allen Onnink	Principal	Schulte Elem. School
Charles Robinson	Teacher	Stephen Bull Elem. School
Teckla Ronda	Helping Teacher	Central Office
Daniel Russell	Teacher	North Park Elem. School
Mary Sabol	Teacher	Goodland Elem. School
Marianne Sankey	Teacher	Stephen Bull Elem. School
Rosemary Steimle	Teacher	Franklin Elem. School
Carol Wiemer	Teacher	Schulte Elem. School

CAREER DEVELOPMENT MODEL



The above model depicts the factors that are involved in our career development program.

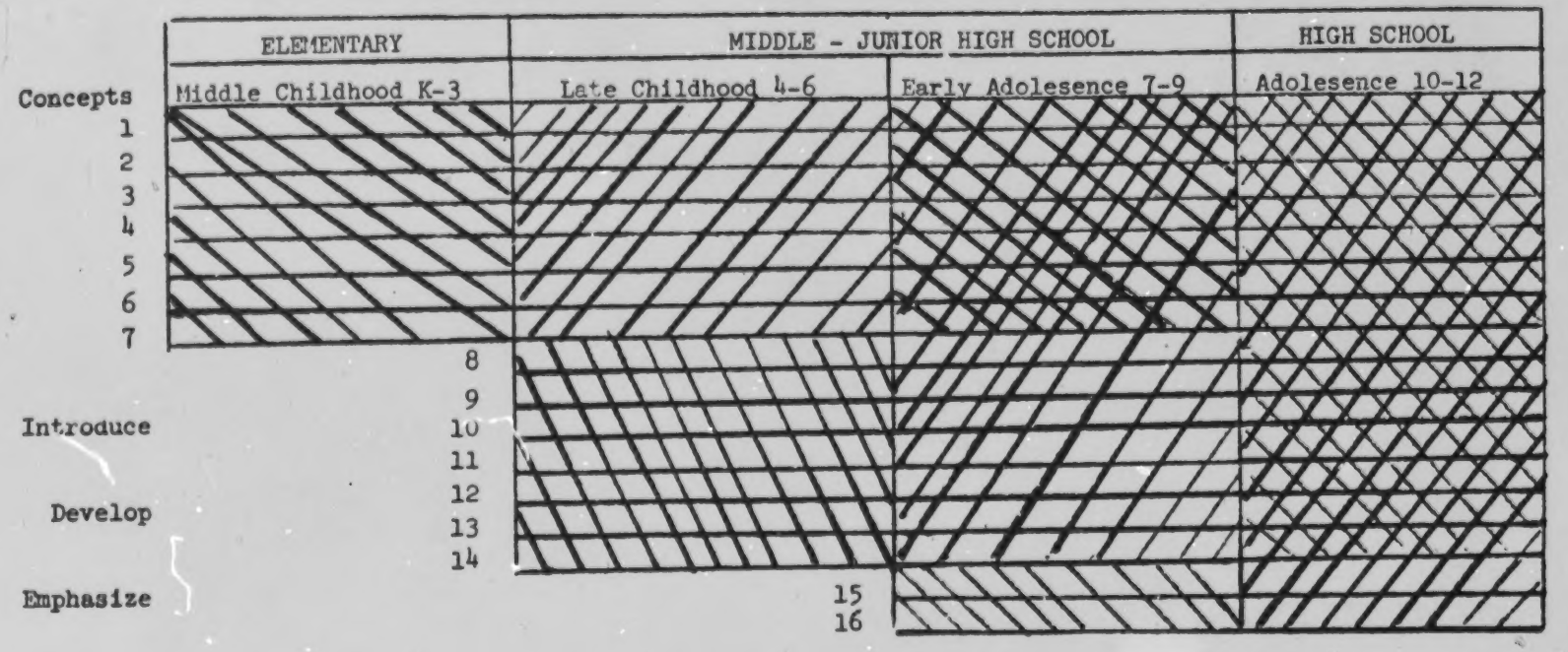
The central idea of the program is for each student to arrive at a career identity (the plan for the next step in his career development) by the time he leaves school. He arrives at this career identity through the decision making process. The decision is reached through the interaction of information the individual gathers about himself, the work world, and his career planning and preparation.

This is a process that begins in elementary school, is at work throughout his school career and into adult life.

In elementary school we are attempting to develop an awareness of self, an awareness of the work world, and develop positive attitudes toward work.

The junior high years are for exploration of the work world and testing of self-concept. The senior high years is the time to bring all the information together and for the individual to make final preparation for the next step, be it entry in the work world or post-high school training and education.

Each of the concepts with which the teacher will be working has a variety of objectives, some dealing with self, some with the work world, and others with career planning and preparation. It is important to deal with all the concepts for your grade level and relate your subject to each concept and objective that is relevant.



CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life style are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in changing society.

SUGGESTIONS FOR TEACHING

One of the most important things that you, as a teacher, can do is to create a positive atmosphere toward the work world in your classroom. Some things you can do are:

1. Speak positively about all jobs, by helping students realize that all workers have dignity. Statements such as, "He's only a garbageman," demean the person.

2. Help the pupil understand his own abilities as revealed through his classwork. Explain what test scores and grades mean as an indicator of ability. "He's just average," is a negative statement. Average ability may be exactly what is needed for a particular career field.

3. Help students realize that there are many jobs within a career field requiring a wide variety of abilities and interests.

4. Help students realize that their school building is one of many "laboratories" for learning about the work world.

5. Whenever possible relate what is being learned to the work world. Use encouragement rather than threat to motivate students.

   Threat, "You'll never amount to anything if you don't learn this."

   Encouragement, "This skill will be helpful to you if you are thinking about working as _____."

6. For some students, lack of success in a particular class cannot be used as the basis for predicting future career success or failure.

CONCEPT 1: An understanding of self is important throughout life.

OBJECTIVE: A. Understand the importance of examining one's strengths and limitations.
B. Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

LEARNING OUTCOME: The children will have a better understanding of the importance of recognizing their own strengths and limitations.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	L.A.	1. The children will complete a checklist of strengths and weaknesses related to physical activities, school subjects, free time activities and job performances. (See Appendix 1)	Filmstrip: "Who Are You?" and "Who Do You Think You Are?" 35-2462+, Library	
3-4	Art	2. The child will draw an accurate self portrait. The child may also draw himself in relation to his whole family.	Filmstrip: "The Wonderful World of Work, It's in Your Hands." Denoyer-Geppert, Time Mirror Set I - 35-2456+ IMC	If figures are distorted, discuss with the child his facial expression and his size compared to the other members of the family.
3-4	L.A.	3. Topic for paragraph, "Who Am I?" He should write about interests, abilities including physical, intellectual, social and emotional characteristics and aspirations. This activity could be done at the beginning and end of the school year.		
4		4. The child will write his autobiography in book form including pictures, photographs, abilities, and interests.		

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LEARNING OUTCOME: The children will have a better understanding that one's knowledge and acceptance of self and their emerging life style are interrelated.

Level	Subj.	Learning Activity	Resource	Evaluation
3	L.A.	1. The child will write anagrams using the letters of his first and/or last name. This activity can serve several purposes. One direction may be: "Take the letters of your first name and think of action words (verbs) that apply to you." Example: Tom Throw Order Manage		
3	L.A.	2. The child will keep a scrapbook of articles and pictures from newspapers and magazines. The articles and pictures would reflect the abilities and interests of the child as he sees himself.	Newspapers Magazines	
3	L.A.	3. The children may play a guessing game. One child may describe someone in the room, the others try to guess who it is. After several rounds in the game the teacher may ask, "How did you know it was Susy or Ben?" Through responses of the children, the teacher may help them understand that everyone is alike in some ways and different in some ways, and that it is important to know ourselves.	Developing Understanding of Self and Others. DUSO Don Dinkmeyer American Guidance Service, Inc.	
3-4	L.A.	4. The children will develop a bulletin board about: "Who Am I?" "My Abilities and Interests"		

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Level	Subj.	Learning Activity	Resources	Evaluation
		Example: a. Combine drawings and writings (or poetry). b. Cartoon by each child showing what he likes to do, and of a friend who likes to do something diff. c. Each child gets a circle divided in thirds. One third is sleep, one third is work (school), the last third is blank. He writes in what he likes to do in the blank space. d. Teacher discusses the media to be used.		
4	L.A.	5. The child will write a paragraph using one of the following titles, along with oral discussion and class development. a. "The Great Me." b. "I'm Really Great at..." c. "I'm Important to my Family." d. "I Could be a..." (street sweeper, circus clown, custodian, nurse, fisherman, clerk, fireman, etc.) To the teacher: For this activity the teacher will make clear that the child will write about his present abilities.		Each child will make a list of the things that best describes himself. He will divide the list into those things which can be changed and those which cannot be changed.
		6. Looking at a series of pictures showing people performing tasks related to specific careers,	Sets of pictures (for social studies) Society	

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Level	Subj.	Learning Activity	Resources	Evaluation
		6. (Cont'd) the child will write a paragraph telling in which picture he would feel most comfortable. He will also write and explain how he would use his interest and abilities in that setting.	for Visual Ed. Inc., 1345 Diversey Parkway Chicago, Ill. 60614 (available in individual buildings)	
		7. Glasser's classroom meeting (contact Althea Brach)	Schools Without Failure by Glasser will provide many activities for the development of concept #1, understanding and acceptance of self IMC For teacher use, Glasser tapes are also available Harper & Row.	
4	L.A.	8. Have a personnel director from a company discuss the place of interest and abilities in selecting a person for a job. He will want to point out that people may have many types of interests and that some of these interests can find outlets in work and others in leisure time activities.		

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Level	Subj.	Learning Activity	Resources	Evaluation
4	L.A.	9. The child will keep a daily diary for one week putting down "good thoughts" and "bad thoughts" about himself. (The child will understand that no one will see the diary.) As a follow-up these items will be used in a piece of writing called "Me, the Good Guy" or "Me, the Bad Guy."		Each day every child will be prepared to make a statement on "What I have done well today." The teacher will select several children at the close of the day to share the above statement with the class. At this point, all children should be able to write down five things they like to do & five things they don't like to do.

CONCEPT 2: Persons have to be recognized as having dignity and worth. (This is such a basic concept that it should be constantly in the mind of the teacher to direct the child's consciousness toward it.)

OBJECTIVE: A. Accept that people bring dignity and worth to their job.
B. Appreciate the manner in which work may provide the opportunity for the individual to enhance his dignity and worth.

LEARNING OUTCOME: The children will discover that they bring dignity and worth to their jobs at home and that the jobs help enhance their dignity and worth.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	L.A. S.S.	1. Have the children discuss the jobs they do around the house. a. Why are they necessary? b. How do you feel when you are working? c. How do you feel when you are finished? d. How do you feel when you do a good job? e. How do others in your family feel when you've done a good job?		
3-4	S.S.	2. Prior to the film, discuss job aspirations of the children. (select girls primarily). Show the film. After the film discuss how school interest lead to the jobs in the film and other occupations. Integrate into unit "Goods and Services". Discuss the role of women in today's working world. View film and discuss how the woman's role has changed from early pioneer life to the present.	Film: Jobs in the City: Women at Work IMC F-331-15	

CONCEPT 2: Persons have to be recognized as having dignity and worth. (This is such a basic concept that it should be constantly in the mind of the teacher to direct the child's consciousness toward it.)

OBJECTIVE: B. Appreciate the manner in which work may provide the opporunity for the individual to enhance his dignity and worth.

LEARNING OUTCOME: Children will learn through identification of workers that they bring dignity and worth to their jobs and that the jobs help to enhance dignity and worth.

Level	Subj.	Learning Activity	Resource	Evaluation
3	S.S. L.A.	1. Children will take part in role playing of city workers such as: Policemen Fireman Doctors Service Station Attendants Store Clerks, etc.	Social Studies Guide and manual for Level 3.	
3	L.A. Art	2. Role playing with puppets (puppets could be made in Art or use the "People puppets" from the DUSO Kit.)	Dinkmeyer, DUSO Kit - Developing Understanding of Self & Others American Guidance Service, Inc. Circle Pines, Minn.	

CONCEPT 2: Persons have to be recognized as having dignity and worth. (This is such a basic concept that it should be constantly in the mind of the teacher to direct the child's consciousness toward it.)

OBJECTIVE: A. Accept that people bring dignity and worth to their job.
B. Appreciate the manner in which work may provide the opportunity for individual to enhance his dignity and worth.

LEARNING OUTCOME: The children will learn how others bring dignity and worth to their jobs and that the jobs enhance their dignity and worth.

Level	Subj.	Learning Activity	Resource	Evaluation
3	S.S.	Use resource people to come in the classroom. Have these people tell why their work is important and why it gives them satisfaction. 1. Parents: Mothers & Fathers 2. Officer Friendly 3. Principal 4. Librarian 5. Custodian 6. School Nurse 7. Telephone Company Workers 8. Other City Workers	Before visit by a resource person, teacher and resource person could use ideas from "Interviewers Guide" as basics for subject matter that will be discussed by the resource person to the children. (See appendix 2 for example.) Parents of your own students. Officer Friendly Program. School personnel. Contact Telephone Company when working with special communications Unit in Grade 3. Material and A-V aids are provided by the Telephone Company. Filmstrip & RE Record "What else do Fathers Do" "What do Mothers Do" IMC 35-2456+ Wonderful World of Work, Denoyer-Geppert, Set I	Children will make a booklet consisting of drawn pictures and written sentences of 3 (no. is optional) workers. The picture can show what the workers do and how their work is important to others. The sentences can tell how the workers feel about their jobs and why their jobs are important.

CONCEPT 2: Persons have to be recognized on having dignity and worth.

OBJECTIVE: A. Accept that people bring dignity and worth to their jobs.
B. Appreciate the manner in which work may provide the opportunity for the individual to enhance his dignity and worth.

LEARNING OUTCOME: Through his actions, the child will show that he values the dignity and worth of others.

Level	Subj.	Learning Activity	Resource	Evaluation
3-4	L.A.	1. The children will list or discuss the persons who affected their lives that day. Then each child will tell how those persons made his life more pleasant that day. A flow chart using both direct and indirect contact.	Every person with whom the child comes in contact, either personally or through services.	The teacher will observe the children and look for evidence that they are valuing other persons and their occupations
		2. The child will interview some member of his household or school personnel to find: a. Where they work b. How their job contributes to well-being of others c. Why they are proud of what they are doing d. Etc.	See "Interviewers Guide" Question to Stimulate Interaction. See appendix 2 for example.	The children could verbally report to the class their interview with a family member of the school staff.
		3. Child will interview a child who is role playing a city worker. Use tape recorder. See Appendix for "Interviewers Guide." The child will discuss the pleasant features of the custodian's job (or doctor, nurse, mother, meat cutter, etc.) and the matter-of-fact attitude the custodian has toward that pleasantness.	See "Interviewers Guide" Question to Stimulate Interaction. See appendix 2 for example.	Teacher may use the example for interviewing from the appendix and use as a worksheet for children to fill in as they interview people. Teacher should adapt questions on worksheet to their level.

CONCEPT 3: Occupations Exit for a purpose.

OBJECTIVE: Understand that occupations develop from social needs and that they also contribute to the advancement of society.

LEARNING OUTCOME: Children will match needs with occupations and describe occupations which make life better and easier.

Level	Subj.	Learning Activity	Resources	Evaluation
3	S.S.	1. Brainstorm "Why do people work?" From list developed, discuss "needs and wants"		
3	S.S.	2. The teacher may have students make a list of their needs and show how these needs may be met by a career. The children's list may look like this: a. Need for shelter b. Need for food c. Need for drink d. Need for health e. Need for friendship When this list is completed, the children will indicate those careers that fulfill those needs. (Also see pages 155-156 of Elementary Guide for Career Development)	Elementary Guide for Career Development Ed. Service Center, 6504 Traco Lane, Austin, Texas Filmstrip, "Learning to Live with Others" 2, (with record) S.V.E. 35-2363+ Group II Library & IMC (relate to "e")	The teacher may ask the question: "How do we fill the needs that you listed?" Example: How does a job provide shelter for the worker and his family?
3	S.S. L.A.	3. Students tell about work they do and how it contributes to society.		
3	L.A.	4. The child will write at least five different endings completing the statement: (occupations change for grades 4-6) a. We need meat cutters because b. We need firemen because c. We need principals because d. We need custodians because e. We need service station operators because f. etc. (relate to interview or to unit study)	Encyclopedias	

CONCEPT 3: Occupations exist for a purpose.

OBJECTIVE: Understand that occupations develop from social needs and that they also contribute to the advancement of society.

LEARNING OUTCOME: Children will match needs with occupations and describe occupations which make life better and easier.

Level	Subj.	Learning Activity	Resource	Evaluation
3	L.A. S.S.	5. The children will prepare a short report on occupation of a member of their family and how it contributes to society.	"What Will I Be?" "Introduction" IMC, 35-2384+	Children will discover that jobs satisfy a need or want and have a value to society.
4	S.S.	6. The children will create a bulletin board based on the title "Career Meet Needs." Example: page 156. Elementary Guide for Career Development.	Parents as speakers.	
4	S.S.	7. The child will develop charts relating to social needs and compare and contrast the occupation that met the social needs of the past and those that meet the social needs of the present. Example: Historical Comparison Social Need Transportation Long Ago 1. Making Wagons 2. Blacksmith 3. Feed man 4. etc. Today 1. Making cars 2. Auto mechanic 3. Filling station 4. etc. Discuss: How jobs have changed through the years in relation to need or lack of need.	Racine, The Belle City by Alice Sankey Racine Historical Museum Racine Then and Now (slides and flat pictures) available from IMC. Reprints of Sears or Wards Catalogs (see librarian)	

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Level	Subj.	Learning Activity	Resources	Evaluation
4	S.S.	8. Children work in groups to organize a model city with various services, businesses, and industries to meet the needs of its people.		
4	S.S. L.A. Art	9. Trace a product from its source (wheat to bread). Note various occupations. a. Sketch out on a board as whole class activity. b. Work in groups to develop mural or chart.	Encyclopedias Four Lands, Four People S.S. Text, gd. 4	
	S.S.	10. Make product map of Wisconsin. Relate to occupations involved in production, processing and distribution.	Our Wisconsin S.S. Text, gd. 4	
4+	L.A.	11. Discuss Leisure Time a. How it has increased b. New industries and job development. c. How people plan for use of leisure time.	Teacher: "Future Shock"	Concept Evaluation 1. The student will list at leas 3 of his specific needs or wants. 2. Then list af each one at least 3 occupations wh helped make it available to him.
3-4	S.S.	12. The child should define what is meant by a service occupation & compare it to other occupations. Develop a list of service occupations as illustrated in the film. Children can illustrate one service occupation. NOTE: Integrate into: 3rd level S.S., The City: Goods and Services or 4th level S.S. Racine and Wisconsin.	Film: Jobs in the City: Services F-331-14, IMC	

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: A. Recognize that there is a wide and increasing variety of occupations.

LEARNING OUTCOME: A & B — The children will be able to discuss the fact that there is a wide and increasing variety of occupations, and that these occupations may be classified in various ways such as the following: people-services, data-ideas, things-goods (or other classification).
PLEASE NOTE: Children in the primary grades have been introduced to the concept that people produce goods and services. In grades 4, 5, and 6 people produce ideas will be developed.

Level	Subj.	Learning Activity	Resource	Evaluation
3-4	L.A.	1. Role play unique occupations such as jockey, blacksmith, typist, etc.	Elementary Guide for Career Development, Ed. Serv. Center, 6504 Traco Lane, Austin, Texas (avail. in building)	Teacher observations of the child's participation in the role playing.
4	S.S.	2. Study various communities throughout the world and list the occupations of those communities.	Social Studies text.	Did the child develop a list of occupations for each community?
		3. Family Life A. Discuss 1. What is a family? 2. To what family do you belong? 3. How are families alike? 4. How are families different? B. Develop a family tree showing occupations of members of your family. C. Develop another family tree showing occupations of ancestors.	Parents and member of family, Grandparents.	Were family trees developed that illustrate occupations of family members and ancestors?
3-4	S.S.	4. Analyze a picture of a building being built and identify occupations needed to complete building.	Film: "Jobs in the City-Construction" F-331-9, IMC	
3-4	Art	5. Make a mobile featuring jobs which provide goods or services for the classroom.		The child will construct a mobile with at least 3 jobs that provide goods or services.
4	L.A.	6. Play "What's My Line" as a technique to explore occupations.		

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: A. Recognize that there is a wide and increasing variety of occupations.

LEARNING OUTCOME: A & B — The children will be able to discuss the fact that there is a wide and increasing variety of occupations, and that these occupations may be classified in various ways such as the following: people-services, data-ideas, things-goods (or other classification). PLEASE NOTE: Children in the primary grades have been introduced to the concept that people produce goods and services. In grades 4, 5, and 6 people produce ideas will be developed.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	7. Tour a school block and have children list the various occupations they see (or on a field trip).		
4	S.S.	8. List new items on the market and discuss new jobs created by these products.	drug store grocery store department store	
4	S.S.	9. Study one occupation the child may be interested in that provides goods or services. Ask the child to determine whether he or she is qualified for that specific job.		
3-4	S.S.	10. The children will discuss: a. "Did the (Indian or caveman) work?" "Why?" (for food, shelter, clothing, and protection). b. "Do people work for these same reasons today?"	Elementary Guide for Career Development, Ed. Serv. Center, Austin, Texas.	
3-4	S.S.	11. The children will discuss: "What are the results of the Mother's work at home?" Example: a. baking cake - "goods" b. scrubbing the floor - "service" c. discussing a child's problem - "idea"	"What Do Mothers Do", Wonderful World of Work, IMC, 35-2456+, Set I Occupational Information in the Elem. School Nila Norris Science Research Associates, Inc. Chicago, Illinois The Senesh materials used in gd. 1, 2, 3, as basic texts. (SRA)	

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: Recongize that there is a wide and increasing variety of occupations.

LEARNING OUTCOME: The children will be able to discuss the fact that there is a wide and increasing variety of occupations and that these occupations may be classified in various ways.

Level	Subj.	Learning Activity	Resource	Evaluation
4	Art	12. The children will make a mobile of a hypothetical community in which the main occupation is the production of goods. This would be represented by one large object. The service jobs would have five objects. The idea 'jobs would have three objects. The problem will be to balance the mobile.		
3-4	S.S.	13. Children will view a filmstrip which directs the students attention toward the kind of work their Fathers do, as a means of making them better acquainted with many occupations in which people are employed.	Filmstrip Series The Wonderful World of Work "What Else Do Fathers Do?" 35-2456+, Set I IMC	Teacher observation of the child's ability to recognize a wide variety of occupations.
		14. Children will view a filmstrip which directs the students' attention toward the kinds of jobs Mother may have.	Filmstrip Series The Wonderful World of Work "Just What Do Mothers Do?" 35-2456+, Set I IMC	
3-4	S.S.	15. After viewing the film, the children will list the various construction occupations necessary to build a school. NOTE: Integrate into: 3rd level S.S. "What is a City?" 4th level S.S. "Racine or Wisconsin"	Film - Jobs in the City: Construction F-331-9, IMC	

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: B. Understand the various ways of classifying occupations.

LEARNING OUTCOME: A & B — The children will be able to discuss the fact that there is a wide and increasing variety of occupations may be classified in various ways.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	1. List the occupations of parents and classify these jobs using the following job families. Services — Outdoors Bus. Contact — Science Organizations — Technology General Culture — Art & Entertainment 2. Students will classify classroom helpers according to the status of the work and personal requirements. (Interests, skills and abilities.)	Parents	Are the children able to classify their parent's occupation using specific job families.
4	S.S.	3. Children bring pictures relating to jobs and display them on a bulletin board according to job classifications. Use the following classification data, people, things (jobs that deal with data, people and things).	Film: "Jobs in the City: Women at Work" F-331-15, IMC (also Activity 4)	
3-4	S.S.	4. Children will survey workers who live in the block where he lives to find out occupations and list under classifications (data, people, things).		
4	S.S.	5. Children will cooperatively develop a list of seasonal employment and classify them. (Data, people, things)		
4	Math	6. Make a graph which would depict movement in job families. (Example, salesman-salesmanager stock boy-grocery manager)		

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: Recognize that there is a wide and increasing variety of occupations.

LEARNING OUTCOME: The children will be able to discuss the fact that there is a wide and increasing variety of occupations and that these occupations may be classified in various ways.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	7. Invite a resource speaker who can relate his experiences of his upward movement in a job family.	Grocery manager Sales manager	Teacher observation of the child's ability to classify occupations. Concept Evaluation: The child will list 15 occupations and classify them using the following classification: data, people, things.

CONCEPT 5: Work means different things to different people.

OBJECTIVE: Understand that there are various ways of describing the meaning of work and realize that work has different meaning for individuals.

LEARNING OUTCOME: The children will participate in activities which will help them realize that work has various meanings for individual persons.

Level	Subj.	Learning Activity	Resources	Evaluation
3	S.S. L.A.	1. Have children make a list of what they like to do and what they do not like to do. Have children compare lists to discover what one person thinks is fun, another person may not enjoy doing.	Appendix #1 pp. 95-97	
3-4	S.S. L.A.	2. Role playing-working toward the conclusion what is work to one person may not be work for another. a. Have two children pretend they have been chosen to help clean up the room after school. One wants to do it, the other has something else planned that he would rather do. What would be the difference in attitudes? b. Role play home jobs to show that the same job may be pleasurable to some, drudgery to others. c. Ask the children the following question. "Who would like to write a poem?" Then choose a child that wants to write the poem and one who does not. Notice the different reactions and discuss. (Do not have the children write the poem)		Teacher observations of classroom discussion that shows evidenc of understanding of the different meanings of work to different people.
3-4	S.S. L.A.	3. The children will develop a set of definitions for the word <u>work</u> giving all its meanings and uses as might be found in the dictionary. (The dictionary <u>will not</u> be used until the activity is finished. The dictionary will then be used as an evaluation instrument.		

CONCEPT 5: Work means different things to different people.

OBJECTIVE: Understand that there are various ways of describing the meanings of work and realize that work has different meanings for individuals.

LEARNING OUTCOME: The children will participate in activities which will help them realize that work has various meaning for individual persons.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S. L.A.	4. The children will make a list of synonyms for the word work.	Resource people from the community to describe their jobs and the rewards their vocations have given them.	
3-4	S.S. L.A.	5. The children will make a list of antonyms for the word work.		
3-4	S.S. L.A.	6. The children will make sets of cartoons showing where a particular kind of activity may be a means of earning a living or a means of recreation. Examples: a. Fishing could be commercial fishing or sport fishing. b. Playing baseball could be professional baseball or little league. c. Swimming could be life guard or swimming for fun.	Dictionary Dictionary of Occupational Titles, U.S. Govern. Printing Office, Washington D.C.	
3-4	S.S.	7. Through a variety of activities children will make judgements related to the following statements: a. The difference between work and play. b. The difference between work and hobby. c. When work is interesting. d. When work is boring. e. Difference between physical and mental work. f. Work that isn't paid (volunteer work). Some activities may include class discussions, small group discussions, illustrations, etc.	Golden Book of Hobbies Dictionary	Teacher observations of class and small group discussion concerning the definition and relationship of work, hobby, and play.

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LEARNING OUTCOME: The children will participate in activities which will help them realize that work has various meaning for individual persons.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	8. The child will give his viewpoint on the following "What would family life be like if one member of the family refused to work?" a. Through individual writings and discussion. b. Small group work. Divide into small groups, have the groups act out (speaking or pantomine) would happen if certain members of the family refuse to work. Have one group show the ways in which cooperative work helps a family have leisure time.	Wonderful World of Work Filmstrip & Record - "Just What Do Mothers Do?" "What Else Do Fathers Do?", Set I, 35-2456+	Teacher observation of children's discussion of what occupation have changed during the past 100 years.
4	S.S. Read L.A.	9. The child will name some inventions that have taken "work" out of some activities (dishwasher, electric toothbrushes, electric carving knife, power mower, garbage disposal, car, automatic washer, etc.) a. The child will write an essay explaining the differences in activities in the home 100 years ago compared to the present. (These may include the way people woke up, sunrise vs. alarm clock, different grooming activities, making candles, cleaning the rug, going to pick food for meals, getting water, visiting neighbors, getting fresh meat, butter making, etc.)	Various Reading texts, concerning pioneer America. Library books	

CONCEPT 5: Work means different things to different people.

OBJECTIVE: Understand that there are various ways of describing the meaning of work and realize that work has different meanings for individuals.

LEARNING OUTCOME: The children will participate in activities which will help them realize that work has various meanings for individual persons.

Level	Subj.	Learning Activity	Resources	Evaluation
		9. (Cont'd) b. Illustrate (individually or mural) the differences that have occurred between past & present (you may wish to discuss and illustrate the difference in the male role) giving special emphasis to things that were once considered work and are now considered hobbies and play. a. Sewing, knitting b. Candle making c. Having a garden d. Hunting e. Riding f. Swimming in a pond vs. taking a bath in a pond		
3-4	L.A.	10. Panel discussion a. Should children be paid for work done at home? b. Should mothers be paid for work done at home?		
3-4	S.S. L.A.	11. Topics for discussion: Large or small group. a. Some people have plenty of money. They don't have to work for money. Why might they want to work anyway? b. Some people have several job offers. Each job pays the same amount of money. How would the workers choose one job over the others and why? c. Some people have no money. Welfare aid is available to them, but they would rather work. Why?		Note: Use the following activities to help you evaluate the child's understanding of concept five. Part I Using the following list of activities the child will name two people, one for whom the activity would be fun, and for the other a job.

CONCEPT 5: Work means different things to different people.

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LEARNING OUTCOME: The children will participate in activities which will help them realize that work has various meanings for individual persons.

Level	Subj.	Learning Activity	Resources	Evaluation
		11. (Cont'd) Try to have the children make a personal judgment by applying the questions below: Example: Suppose your parents gave you $10 a week. They told you that "you don't have to work around the house if you don't want to." Would you want to work anyway? Why or why not? Example: You wanted to find a job in your neighborhood. You were lucky you found three! However your mother and dad told you that you could only take one of the jobs. The jobs were (1) taking care of a neighbor's dog, $2 a week (2) cutting your aunt's lawn $2 a week (3) washing a neighbor's windows, $2 a week. How would you choose the job? Example: Suppose you moved away, all by yourself to another city where you didn't know anyone and couldn't find a job? Some said they would give you money. Would you still try to find a job?		a. strawberry picking b. driving a vehicle c. driving a tractor d. cleaning the chalkboard e. washing dishes f. digging in the dirt

CONCEPT 5: Work means different things to different people.

OBJECTIVE: Understand that there are various ways of describing the meanings of work and realize that work has different meanings for individuals.

LEARNING OUTCOME: The children will participate in activities which will help them realize that work has various meanings for individual persons.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	L.A.	12. Personal meaning attached to a job. Creative writing and follow-up discussion of personal meaning specific jobs have for children as depicted. in picture and paragraph form. You may wish to suggest occupations such as: a. Dentist b. Garbageman c. Librarian d. Butcher e. Movie star f. Waitress Try to think of occupations that could have both a negative and positive connotation.	Wonderful World of Work, Set II 35-2457+, Set III 35-2458+	Part II The child will write the definition of the following: work, play and hobby, paying special attention to their differences. Part III The child will draw a set of cartoons showing that certain activity can have different meaning for different individuals. a. football b. hunting c. dancing

CONCEPT 6: Education and Work are interrelated.

OBJECTIVE: A. The learner will develop an awareness that different kinds of work require varying degrees and types of educational preparation.
B. The learner will develop an awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

LEARNING OUTCOME: A. The student will describe several kinds of work and suggest the education and/or training required to perform the job.
B. The student will identify the necessary skills required for the performance of a particular job and will be able to state the kind and degree of educational training.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	Math	1. In what kinds of jobs, in Racine, would you be able to use the following math process and skills? adding subtraction multiplying dividing using measurements using fractions using decimals	Math text Interview trade-men, carpenter, plumber, baker, cook, etc.	Given a list of 5 jobs common in his environment he can list at least 3 ways in which basic skills are necessary to perform that job, i.e., Math, to measure a board to order lumber Reading, to get information, directions Spelling & Writing to write down information
4	Math	The teacher and children will develop various math problems based on a job and mathematics process. Example at level 4: The carpenter had a six foot board to repair the back steps. The steps were five feet wide. How much of the board was not used for repairing steps. Example at level 5: Use six foot board, five and one-half foot step. Example at level 6: Use six foot board, five foot six inch step. (Relate all grade level examples to math text.)	Interview a secretary, aide or nurse to seek from them ways in which they use math in their daily work.	
3-4	Math	2. The child will draw cartoon pictures showing different kinds of work that require: a. math b. reading c. spelling d. penmanship		

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LEARNING OUTCOME: A. The student will describe several kinds of work and suggest the education and/or training required to perform the job.
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Level	Subj.	Learning Activity	Resources	Evaluation
4	L.A.	3. The children will decide whether any industry in Racine needs an employee who speaks and writes a foreign language. When they have made a sensible decision that the company does employ such a person, they may write the personnel department of that company to verify their decision.	Contact Personnel departments of local industries by letter. Textbook: World of Language	
3-4	L.A. Sci.	4. The children may discuss the role that science has played in creating many occupations related to the space industry.		
3-4	L.A. Sci.	5. The class may look at the occupation cards from the Peabody Kit and identify workers that are associated with science in some way. They may write or tell stories about the worker's duties and training. If they have little knowledge in this area, they may read related books or interview workers who are in those occupations.	Peabody Lang. Kit #2 American Guidance Service Co. 36 Black Heroes Cards	
3-4	L.A.	6. The children will survey the careers in a shopping center or business section (grocery, bowling lanes, hardware store, cleaners, drug store, etc.) They will ask: "What schools did you attend?" "From what schools did you graduate?"		

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LEARNING OUTCOME: A. The student will describe several kinds of work and suggest the education and/or training required to perform the job.
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Level	Subj.	Learning Activity	Resources	Evaluation
		6. (Cont'd) Using the information they have gathered, they will list the occupations and the apparent amounts of education of the people performing those occupations.		
4	L.A.	Example: clerk #1 High school graduate clerk #2 Jr. high clerk #3 Technical Institute (druggist, doctor, meat cutter, laundromat attendant, etc.)		The children will be able to identify, by checking, 1 school subject which contributes toward understanding and competenc in the listed jobs.
4	L.A. S.S.	7. The children will investigate the physical requirements of a particular job such as: fireman, policeman, FBI, airline stewardess, airline pilot, branches of the armed forces, etc.	Career oriented library books Your World Series Taylor Pub. Co. Dallas Texas Fire & Police Department films contact Racine Fire Department contact Racine Police Depart. (Officer Friendly) Occupational Handbook 1972-73 edition copies in school libraries.	Typist: spelling. reading, sewing, grammar, punctuation. Guitar player: typing, foreign lang., math, Am. History, art, physical education. Bus driver: Physical education, mechanics, music, reading, science, home economics. The children will bring want ads from the newspaper which will state the Ed. qualifications for job advertised. They may also grou these according to ed. requirements.

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LEARNING OUTCOME: A. The student will describe several kinds of work and suggest the education and/or training required to perform the job.
B. The student will identify the necessary skills required for the performance of a particular job and will be able to state the kind and degree of educational training.

Level	Subj	Learning Activity	Resources	Evaluation
3-4	L.A.	8. List the kinds of jobs, in Racine that you would have a need for language skills: reading, writing, & spelling.	Student could interview his former teachers, the school secretary, building principal, pupil personnel worker to seek ways in which they use language skills in the performance of their duties.	Using the classified ads from a newspaper common to Racine, student working individually or in small groups can group the want ads according to educational requirements, i.e., 1. Special Educational needs. 2. High school graduation. 3. College Education. 4. Special training. 5. No training requirements.
3-4	S.S.	9. Develop a scrapbook of pictures that show various occupations - list the training necessary for each of these occupations.	Magazines	
3-4	L.A.	10. Use the book series - "What Could I Be" - SRA. Pages 26-33.		
3-4	L.A.	11. Develop a listing of jobs that need specific skills - reading, writing, speaking, and physical skills.	Show filmstrip, In Your Hands from the Wonderful World of Work. 35-2359+, Developing Basic Skills. IMC	

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Level	Subj.	Learning Activity	Resources	Evaluation
4	S.S.	12. Collect large type newspaper want ads to review for skills necessary to apply for positions.		
4	S.S.	13. Use individual or small group projects to identify the training and preparation necessary for various jobs.		
4	L.A.	14. Invite a local resource person in to tell about his training.	Dentist-nurse-trademen-technical worker-electrician-auto mechanic-painter	
4	S.S. L.A.	15. Discuss the preparation children used to perform various jobs at home and at school.		The children will write want ads describing the educational and physical qualifications for jobs which would apply to children of their age. Newsboy-baby sitter-dog walker-stock boy-etc.
4	L.A.	16. Role playing students may conduct an interview on an employer candidate basis - or - job counselor basis.		
4	S.S.	17. Build a job or occupational chart. Each student selects an occupation or job and identifies the training necessary for it. Student may work individually or in small groups.		Given 5 different jobs or occupations that are common to his experiences the student can write at least three different trainin needs for each job.

CONCEPT 7: Individuals differ in their interests, abilities, attitudes, and values.

OBJECTIVE: A. Differentiate himself from others by describing how he resembles and is different from others.
B. Understand the various ways of identifying and describing individual differences.

LEARNING OUTCOME: A. The child will differentiate himself from others by describing how he resembles and is different from others.
B. The child will recognize that there are various ways of identifying and describing individual differences.

Level	Subj.	Learning Activity	Resources	Evaluation
4	L.A.	1. Through participating in the activity on page 195 of Elementary Guide for Career Development, the children will have different likes and dislikes, and that interest groups can change depending on their likes and dislikes.	Elementary Guide for Career Development Ed. Service Center Region XII 6504 Tracor Lane Austin, Texas (School Library)	
4	L.A.	2. After class discussion the results of activity #1 could be tabulated by a student committee in the following manner: Color I: Mary, John, Peter Color II: Jane, Alice, Mike Shape I: Jane, Mary, Peter Shape II: Alice, Mike, Peter The children could then orally analyze the charts and see if some children made the same choices as others in the group and how often they were paired with each other.	General Resource Macmillan Readers Scott-Foresman Readers All people with whom the children are associated.	
3	L.A.	3. Students write a riddle about themselves. Class tries to "guess who". a. teacher reads aloud b. put on bulletin board	Filmstrip (with record) "Accepting Differences" SVE set Developing Basic Skills 35-2359+, Library	Children successfully "guess who"

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OBJECTIVE: A. Differentiate himself from others by describing how he resembles and is different from others.
B. Understand the various ways of identifying and describing individual differences.

LEARNING OUTCOME: A. The child will differentiate himself from others by describing how he resembles and is different from others.
B. The child will recognize that there are various ways of identifying and describing individual differences.

Level	Subj.	Learning Activity	Resources	Evaluation
4	L.A.	4. Children write paragraphs on: "How I am Different From..." (working in pairs)		
4	L.A.	5. Children make a list of things that they feel best describes them. Then divide the list according to things that can be changed and those that cannot.	Appendix I & III pp. 95-97. (Concept I)	
4	L.A.	6. Children compare, through discussion or writing: a. "How I am different from when I was little" b. "How I will be different when I am older"	P. 99 (Concept III)	
4	L.A.	7. Children may write autobiographies including their interests, abilities and attitudes.		
3	L.A.	8. Record voices of pupil volunteers and play back to note differences.		
4	L.A.	9. Students make a list of the things they would do to make themselves more the way they would like to be.		
4	L.A.	10. To develop a child's understanding of values and value systems that may affect career choices, the teacher can refer to Elementary Guide for Career Development, pages 231-234, items 1-2-3-4-5-6. To develop or reinforce "value or values" the children will list "treasures" which belong to them. The point to develop here is that there may be no monetary value but there have great value to the owner.	Elementary Guide for Career Development, Ed. Service Center, 6504 Traco Lane Austin, Texas Littles Angel (Box of treasures) Tom Sawyer (whitewashing the fence)	

CONCEPT 7: Individuals differ in their interest, abilities, attitudes, and values.

OBJECTIVE: A. Differentiate himself from others by describing how he resembles and is different from others.
B. Understand the various ways of identifying and describing individual differences.

LEARNING OUTCOME: A. The child will differentiate himself from others by describing how he resembles and is different from others.
B. The child will recognize that there are various ways of identifying and describing individual differences.

Level	Subj.	Learning Activity	Resources	Evaluation
4	L.A.	11. View Filmstrip "Learning To Be Your Best Self" SVE Living Together Series	Make use of appropriate stories in reader texts.	Upon completion of viewing film "Learning To Be Your Best Self" the child will state differences between the two boys and/or The child will interview two friends and report on the differences between them in regard to: a. physical appearance b. school likes - dislikes c. home d. sports, hobbies e. life style

CONCEPT 8: Occupational supply and demand has an impact on career planning.

OBJECTIVE: Understand that technological change and/or consumer demand creates jobs.

LEARNING OUTCOME: The child will be able to understand how the occupations found in a community and the surrounding areas are affected by the supply and demand for goods and services.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	1. The teacher may review the concent of supply and demand by asking the children to think back to the times that they went to the grocery store with their mothers and found that the store did not have some item that their mother wanted. (Ex., Fresh strawberries in the winter, marbles, or yoyos at the height of the season, breakfast cereal that's been changed.) The children can discuss: a. What did their mothers do? b. Why might the store not have that particular item? c. What would the store do if many people came in asking for that item? d. How do supply and demand affect the grocer? e. How does supply and demand determine the kinds of jobs available to the worker? 2. The children can dramatize the influence skate boards might have on the job market in the following situation: Many children go to the store to buy skate boards. The store asks the factory to send them many skate boards. The manufacturer hires many men to help make skate boards. Gradually children grow tired of playing with skate boards and quit buying them. The store does not order any more from the manufacturer. As a result, the manufacturer quits making skate boards and tells his workers to find other jobs. The workers move to another city to find jobs.		

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LEARNING OUTCOME: The child will be able to understand how the occupations found in a community and the surrounding areas are affected by the supply and demand for goods and services.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	3. The class may discuss how supply and demand determines the types of work available and how occupations affect the worker's life. (Seasonal work) a. Construction b. Life guards c. Teacher d. Vegetable gardener e. Lawn cutting f. Snow shoveling	Film: "Jobs in the City: Construction", IMC F-331-9	
4	S.S.	4. Using the want ads, children can develop a list of jobs that are in demand. Also develop a list of jobs where there is an excess of workers.	Newspapers	Classify from a list of occupations those which are in demand and those that are not in demand in the Racine area.
4	S.S.	5. Demonstrate research skills by having students report on the various occupations which will be in future demand. Also have them state why certain jobs will not be in future demand.		a. teacher b. farmer c. railroad engineer d. coal delivery man e. secretary f. mechanic g. jet pilot h. factory worker i. accountant j. grocery store worker k. telephone switchboard operators l. barber m. show repairer n. chimney sweep

CONCEPT 8: Occupational supply and demand has an impact on career planning.

OBJECTIVE: Understand that technological change and/or consumer demand creates jobs.

LEARNING OUTCOME: The child will be able to understand how the occupations found in a community and the surrounding areas are affected by the supply and demand for goods and services.

Level	Subj.	Learning Activity	Resources	Evaluation
4	S.S.	6. Why do industries locate where they do? (Consider geography, transportation, natural resources, other industries and cost.) Example: a. Oak Creek Power Plant b. Commercial fisherman in Racine c. Paper Mills		
4	S.S.	7. Look for abandoned stores, factories, railroad stations, etc., and discuss why they are discontinued. (Development of shopping centers, increase in trucking, and new machinery.)	Community, (down town) and surrounding area.	

CONCEPT 9: Job specialization creates interdependency of workers and jobs.

OBJECTIVE: A. Recognize that jobs are coordinated in the production of goods and performance of services.
B. Be aware that worker cooperation is essential.

LEARNING OUTCOME: A. The child will be able to list the various jobs that are part of the production of a complete service or product.
B. The child will participate in an activity in the production of a product where one essential part is missing.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	1. Illustrate worker cooperation by drawing pictures of an assembly line. Example: Product: Frosted Cookies Different jobs: a. Weigh or measure materials b. Mix materials together c. Putting materials in cookie mold machine d. Putting cookies in oven and taking them out e. Frosting the cookies f. Packaging g. Driving to the stores h. Selling the cookies in a store. Divide the class into (8) small groups with each group concentrating on one step. When the children are finished, tape the various steps together so you have three or four assembly lines.	4th Level Switzerland Unit "Cheese Making Process" Field Trips 1. Nestle's Chocolate Company 2. Racine Journal Times	
4	L.A.	2. The children can dramatize the following situation. "Johnny doesn't feel so well so his mother takes him to the doctor (general practitioner), but the doctor can't find out what is wrong so he sends Johnny to a doctor who specializes in children's illnesses (pediatrician). The ped. is not sure what is wrong with Johnny so he sends him to another who specializes on bones and joints (orthopedic surgeon) who also can't discover what is wrong with Johnny. The orthopedic surgeon sends Johnny to a		

CONCEPT 9: Job specialization creates interdependency of workers and jobs.

OBJECTIVE: A. Recognize that jobs are coordinated in the production of goods and performance of services.
B. Be aware that worker cooperation is essential.

LEARNING OUTCOME: A. The child will be able to list the various jobs that are part of the production of a complete service or product.
B. The child will participate in an activity in the production of a product where one essential part is missing.

Level	Subj.	Learning Activity	Resources	Evaluation
		2. (Cont'd) doctor who specializes in skin diseases (dermatologist). The dermatologist looks at Johnny and says, "Johnny I know what your trouble is. You don't feel well because your belt is too tight and it is hurting your stomach."		
4	L.A.	The class may discuss: a. Why health workers need to specialize? b. How specialization leads to interdependency?		
3-4	S.S.	3. Using a world map, the children will identify areas which contributed to the production of a completed product - a can of Johnson's car wax. a. Wax - South America - Brazil b. Water - Lake Michigan c. Cans - Racine d. Steel - Pittsburgh e. Location of worker's home	Wall World Map	The child will develop an interdependency chart or pyramid showing himself at the to- and all the peopl he is dependent on in his school life. The child will list at least fiv- people that he depends on. (Teach principal, secretary, nurse, personnel worker, aide, librarian, specialists, students, father, mother, brother, sister, etc.)
3-4	S.S.	4. Develop a bulletin board or mural on services and production of goods. (Showing the chain from raw materials to finished products to the consumer.)		

CONCEPT 9: Job specialization creates interdependency at workers and jobs.

OBJECTIVE: A. Recognizes that jobs are coordinated in the production of goods and performance of services.
B. Be aware that worker cooperation is essential.

LEARNING OUTCOME: A. The child will be able to list the various jobs that are part of the production of a complete service or product.
B. The child will participate in an activity in the production of a product where one essential part is missing.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	L.A.	5. Discussion: a. How is teamwork and cooperation necessary in football, putting on a play or playing in an orchestra? What would happen if someone in these activities was not present or decided to do something else instead of performing his role?	Film: "Jobs in the City: Distribution", IMC F-331-12	

CONCEPT 10: Environment and individual potential interact to influence career development.

OBJECTIVE: Be aware of critical environmental elementary which have an effect upon one's career development. (Family, peers and community factors.)

LEARNING OUTCOME: A. The child will match specific physical environments to specific careers.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	1. Given general and specific geographic areas, the child will discuss what occupations would be present in these areas and the reasons why. Use a wall map of the United States to guide and stimulate the discussion. Areas a. Mountains b. Desert c. Near the Mississippi River d. On Lake Michigan e. Iowa f. Texas g. San Francisco h. Florida i. Alaska After the discussion, the child will write a short report on the following topic: If I lived in _____ (geographic area) I would like to be a _____(occupation) because _____.	Wall map of the United States	
3-4	S.S.	2. Discuss situation experiences Example: John Smith's father moves from Racine to San Francisco (or Canada, Rocky Mountains, Texas, etc.) How might this affect John Smith's life?	Wall or desk map of United States	
3-4	S.S.	3. Compare rural and urban life through discussion and pictures.		

CONCEPT 10: Environment and individual potential interact to influence career development.

OBJECTIVE: Be aware of critical environmental elementary which have an effect upon one's career development. (Family, peers and community factors.)

LEARNING OUTCOME: B. In writing and oral activities, the child will give evidence that family and peers play an important part in career choice.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	L.A. S.S.	1. Develop a family tree of occupations for the purpose of giving positive and negative evidences of the part family and peers play in career choice. Compare their occupational tree to one that might have been made in a family one hundred years ago.		

CONCEPT 10: Environment and individual potential interact to influence career development.

OBJECTIVE: Be aware of critical environmental elementary which have an effect upon one's career development. (Family, peers and community factors.)

LEARNING OUTCOME: C. The child will recognize that changes in personal physical characteristics (age, etc.) and in environment may call for changes in careers.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	L.A. S.S.	1. a. The child will make a list of physical characteristics. The child will then use the list to evaluate what characteristics are essential for the following jobs. 1. Policeman 2. Professional Football Player 3. Nurse 4. Astronaut b. The child will make a list of environmental characteristics, and proceed to use this list to evaluate the following occupations. 1. Ship captain 2. Miner 3. Grower of oranges 4. Lumberjack c. The child will use the physical and environmental characteristics list to evaluate the following occupations. Have the child write the occupation and then list the essential physical and environmental characteristics necessary for each occupation. 1. Professional basketball player 2. Secretary 3. Fisherman 4. Saw mill operator 5. Pilot 6. Newspaper deliverer		

CONCEPT 11: Occupations and life styles are interrelated.

OBJECTIVE: A. Understand that an individual's occupation can influence his life style.
B. Understand that a preferred life style may influence one's occupational choice.

LEARNING OUTCOME: A. Children will understand that an individual's occupation can influence his life style through a comparison of people in different occupations.
B. Children will understand that a preferred occupation can influence people's life style.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4	S.S.	Children can compare likenesses and differences of various occupations to see how the occupations influence life style. 1. Night watchman 2. Sailor 3. Farmer in Switzerland 4. Truck driver 5. Traveling salesman 6. Pilot 7. Store owner		The children will pretend that they are someone else living in another life situation. Write what you would find different and the same. 1. Farmer in Wisconsin 2. Farmer in India 3. Store Manager 4. Store Clerk
3-4	S.S.	1. Have volunteers from the class who have lived in the country or another part of the U.S. and have recently moved to Racine explain how their way of life is different.	SRA "What Could I BE?" "Where Do You Want to Live?" p. 21-23	
4	S.S.	2. Find and read some life style articles found in American Home Magazine or other magazines. Identify the styles and how they differ.		
4	S.S.	3. A bulletin board can be developed from magazine pictures or drawings showing the differences in life styles in the state, in the U.S., or in the world.	S.S. Units Brazil Switzerland India Egypt	
4	L.A.	4. Listen to a resource person such as: AFS student, foreign born person, Peace Corp worker, who explains the life style of young people in a different country.		Prepare questions, activity to ask the speaker about his home and schooling.

CONCEPT 11: Occupations and life styles are interrelated.

OBJECTIVE:
A. Understand that an individual's occupation can influence his life style.
B. Understand that a preferred life style may influence one's occupational choice.
C. Understand that sometimes an occupation dictates a life style not compatible to his occupation. Therefore, hobbies and avocations tend to modify the dictated life style.

LEARNING OUTCOME:
A. Children will understand that an individual's occupation can influence his life style through a comparison of people in different occupations.
B. Children will understand that a preferred occupation can influence people's life style.
C. The child will begin to see that there is a connection between an individual's occupation and his life style.

Level	Subj.	Learning Activity	Resources	Evaluation
4	S.S.	1. Children will make a list of their hobbies. Then teacher and children can discuss how they could lead to a job. Read and discuss "What Do You Like to do Most?" p. 16-20	SRA, The Wonderful World of Work Set 1: "Its in Your Hands" 35-2456+, IMC	
4	S.S.	2. The children may have a hobby show. Each child may display and describe his hobby and tell what occupation this hobby might lead to.		
4	L.A.	3. Write a paragraph explaining how a hobby can lead to the choice of a career.		
4	L.A.	4. The children may read biographies of famous people such as George Washington Carver and Thomas A. Edison to discover childhood interests and hobbies which may have lead to career decisions.	Biographies of famous people from the library.	Have children list childhood interests and hobbies of George Washington Carver or Thomas A. Edison which helped lead to their careers.
4	S.S.	5. In the overview of a new social studies unit, the children will look at the pictures in the textbooks and identify occupations as implied through life style pictures and vice-versa. They will verify their inferences by using the printed text.		

CONCEPT 11: Occupations and life styles are interrelated.

OBJECTIVE:
A. Understand that an individual's occupation can influence his life style.
B. Understand that a preferred life style may influence one's occupational choice.
C. Understand that sometimes an occupation dictates a life style not compatible to his occupation. Therefore, hobbies and avocations tend to modify the dictated life style.

LEARNING OUTCOME:
A. Children will understand that an individual's occupation can influence his life style through a comparison of people in different occupations.
B. Children will understand that a preferred occupation can influence people's life style.
C. The child will begin to see that there is a connection between an individual's occupation and his life style.

Level	Subj.	Learning Activity	Resources	Evaluation
4	S.S.	6. Films - Grades 4, 5, 6 While watching films, the children will observe occupations and life styles. They will then discuss the relationships between the occupations not shown in the film.	Handbook of Audio Visual Materials Grade 4 " 5 " 6 (Available from IMC)	General Evaluation The children will be given a list of occupations. Then ask where a worker in that vocation would be found. Example: In a city, rural area specific geographic area, etc.
4	L.A.	7. Discuss why people today have more leisure time then previous generations.		
4		8. Prepare a list of leisure time places and activities available to young people today as well as their families.		

CONCEPT 12: Individuals can learn to function efficiently in a variety of occupation..

OBJECTIVE:
A. Aware that individuals have the potential to develop skills in a variety of occupations.
B. Awareness that individuals can develop potentials which can be utilized in a variety of occupations.

LEARNING OUTCOMES:
A. The learner will recognize skills are basic to specific occupations and further recognize that individuals may have several skills but no one person has all skills.
B. The learner will begin to realize that individuals are able to develop potentials which can be applied to a variety of jobs, and that all individuals have assets and limitations.

Level	Subj.	Learning Activity	Resources	Evaluation
3-4		1. List the skills necessary to be a Doctor - Secretary - Custodian - Nurse.	Encyclopedia Resource Person	Concept Evaluation The child will construct a chart which will compare three specific occupations. The general skills necessary to perform the occupation will be listed first, and specific skills will be listed second. Doctor Reading Speaking Writing Math Business Airline Pilot Reading Speaking Writing Math Navigation Geography Clergyman Reading Speaking Writing
3-4		2. Select a job and then seek to determine what would be necessary to "move up" to a "better job" in the same job family, i.e., Nurse to Doctor-Teacher to Principal-Stockboy to Manager-Policeman to Detective.		
3-4		3. Discuss what a carpenter would have to do to become an electrician. List the skills necessary for each job.		
3-4		4. Select an occupation and list the skills (as a group) that are vital to the selected occupation - then have each child decide if he feels he has the potential to perform the task required of the job.		

CONCEPT 1: An understanding of self is important throughout life.

OBJECTIVE: A. Understand the importance of examining one's strengths and limitations.
B. Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

LEARNING OUTCOME: A. The children will have a better understanding of the importance of recognizing their own strengths and limitations.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	1. The children will role play a radio or television interview to discover and recognize their strengths and limitations. Example questions: a. What kind of things do you do very well at home? at play? at school? b. What things are you not able to do? c. Where do you feel you are your best self: at home, at play, or at school? d. Why do you think you are your best self at ___?___.	Filmstrips: "Developing Basic Values" 35-2359+ "Getting to Know Me" 35-2455+ "Learning to Live With Others" (in building) 35-2362+, 35-2363+ All from the Singer Educ. & Training Prod.	
5-6	L.A.	2. The children will discuss or role play a teacher employer looking for a particular child for a classroom job. Example: Who in the class would be best suited for filing papers, for a group leader, for making a learning bulletin board, for discussion leader, etc? For what reasons are they best suited for these jobs?		
6	L.A. Art	3. Children will make puppets of themselves. They will use the puppets to role play: a. A happy time in my life. b. An unhappy time in my life. c. I'll never forget the time... d. I was really great the time I...		
5-6	L.A.	4. Involve the school social worker in open-ended discussions with small groups or class groups to bring out self-concepts.		

CONCEPT I: An understanding of self is important throughout life.

OBJECTIVE: A. Understand the importance of examining one's strengths and limitations.
B. Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

LEARNING OUTCOME: A. The children will have a better understanding of the importance of recognizing their own strengths and limitations.
B. The children will have a better understanding that one's knowledge and acceptance of self and their emerging life.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	1. The teacher will develop a transparency illustrating the personal needs of all children. Each need will be explained. The children will relate incidents from daily life that help fulfill these personal needs. The children will also discuss how these needs can be met in daily classroom contact. Needs: a. to achieve b. for recognition c. for understanding d. for affection	See Appendix 9	
5-6	L.A.	2. <u>First Day</u>: The child will complete a twenty-six item "Self-Image Checklist" indicating how he sees himself. <u>Second Day</u>: The teacher will complete a "Self-Image Checklist" of an imaginary child (on a transparency). The children will analyze the imaginary child: a. Would you like to have this person as a friend? b. If this person was in our our classroom, what good qualities would he be able to contribute? In what ways? What qualities could he improve? How? c. How could we, as a class, or you as individuals, try to help this person improve some of the qualities?	"Self-Image Checklist" (See Appendix 3) Filmstrip set 35-2359+ "Acceptance of Differences" (in building)	

CONCEPT 1: An understanding of self is important throughout life.

OBJECTIVE: A. Understand the importance of examining one's strengths and limitations.
B. Understand that there is continuous interaction between one's knowledge and acceptance of self and his emerging life style.

LEARNING OUTCOMES: A. The children will have a better understanding of the importance of recognizing their own strengths and limitations.
B. The children will have a better understanding that one's knowledge and acceptance of self and their emerging life styles are interrelated.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	2. (Cont'd) Third Day: Using his "Self-Image Checklist" the child will write a paragraph answering the following question: "What can I do to become more like the person I'd like to be?" Please note: The "Self-Image Checklist" can be given at the beginning of the school year and again later in the year. Thus, the child, having both checklists, will be able to evaluate his growth. Option 1: The child could have the "Self-Image Checklist" completed by a friend and/or by an adult. The child could use the checklist(s) to compare with his own and to discuss the possible reasons for any different ratings in the lists. Option 2: The child will take one trait (from his "Self-Image Checklist") he would like to improve and keep a diary for one week telling how he tried to improve. (The child will understand that no one will see the diary.)	Filmstrip: "Foundations for Occupational Planning" 35-2467+ "Who Are You?" "What do you like to do?" (in building)	

CONCEPT 1: An understanding of self is important throughout life.

OBJECTIVE: A. Understand the importance of examining one's strengths and limitations.
B. Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

LEARNING OUTCOMES: A. The children will have a better understanding of the importance of recognizing their own strengths and limitation
B. The children will have a better understanding that one's knowledge and acceptance of self and their emerging life styles are interrelated.

Level	Subj.	Learning Activity	Resources	Evaluation
6	L.A.	3. The child will write a personality sketch of someone he (or she) admires. He will also include some of his own personality traits telling of those that are similar to those of the person he admires.		
5	L.A.	4. Looking at a series of pictures showing people performing tasks related to specific careers, the child will write a paragraph telling in which picture he would feel most comfortable. He will also write and explain how he would use his interests and abilities in that setting. Children may bring in or make their own pictures.	Sets of pictures (for social studies) Society for Visual Ed., Inc., 1345 Diversey Parkway Chicago, Ill 60614 (available in individual buildings) "What Will I Be?" 35-2384+ (IMC)	
5	L.A.	5. Glasser's classroom meetings.	Schools Without Failure by Glasser will provide many activities for the development of concept #1, understanding and acceptance of self. For teacher use, Glasser tapes are also available Harper & Row.	

CONCEPT 2: Persons have to be recognized as having dignity and worth. (This is such a basic concept that it should be constantly in the mind of the teacher to direct the child's consciousness toward it.)

OBJECTIVE: A. Accept the fact that people bring dignity and worth to their job.
B. Appreciate the manner in which work may provide the opportunity for the individual to enhance his dignity and worth.

LEARNING OUTCOMES: Through his actions, the child will show that he values the dignity and worth of others.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	1. The children will list or discuss the persons who affected their lives that day. Then each child will tell how those persons made his life more pleasant that day.	Every person with whom the child comes in contact.	The teacher will observe the children and look for evidence that they are valuing other persons and their occupations.
5-6	L.A.	2. The child will interview some member of his household to find: a. Where they work b. How their job contributes to the well being of others c. Why they are proud of what they are doing. etc.	Films: "Jobs in the City" series Construction F-331-9 Medical & Health F-331-10 What Ecologists Do, F-331-11 Distribution F-331-12 Manufacturing F-331-13 Services, F-331-14 Women at Work F-331-15 Mass Media F-331-16 (IMC)	
5-6	L.A.	3. The child will discuss the unpleasant features of the custodian's job (or doctor, nurse, mother, meat cutter, etc.) and the matter-of-fact attitude the worker has toward that unpleasantness.		Take a list of ten people in history and rate any five of them in order of their worth. Explain your choice.

CONCEPT 3: Persons have to be recognized as having dignity and worth. (This is such a basic concept that it should be constantly in the mind of the teacher to direct the child's consciousness toward it.)

OBJECTIVE: A. Accept the fact that people bring dignity and worth to their job.
B. Appreciate the manner in which work may provide the opportunity for the individual to enhance his dignity and worth.

LEARNING OUTCOMES: Through his actions, the child will show that he values the dignity and worth of others.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	4. Interview workers on their jobs. Explain how they felt toward their jobs and how they felt toward other people.	Filmstrip: "Learning to Live With Others" 35-2362+, 35-2363+ (in building) Dashiki film: (see school librarian) "What Giving is all About" F-331-15, "Jobs in the City, Women at Work" (IMC) Filmstrip: "What Will I Be" series "Working with People" 35-2384+ (IMC) Filmstrip: "Wonderful World of Work" Set I, 35-2456+ Set II, 35-2457+ Set III, 35-2458+ (IMC)	

CONCEPT 3: Occupations exist for a purpose.

OBJECTIVE: Understand that occupations develop from social needs and that they also contribute to the advancement of society.

LEARNING OUTCOME: The children will match needs with occupations and describe occupations which make life easier and better.

Level	Subj.	Learning Activity	Resources	Evaluation
5	S.S.	1. The child will develop charts relating to social needs and compare and contrast the occupation that met the social need of the past and those that meet the social needs of the present. Example: Historical Comparison Social Need Transportation Long Ago 1. making wagons 2. blacksmith 3. feed man 4. etc. Today 1. making cars 2. auto mechanic 3. filling station attendant 4. etc. Discuss how jobs have changed through the years in relation to need or lack of need.	Encyclopedias: Comptons World Book Childcraft Racine, The Belle City, by Alice Sankey Films: "Jobs in the City" series (See concept 2 resources) Filmstrip: "Wonderful World of Work" (See concept 2 resources)	
6	S.S. L.A. Art	2. The children will plan an imaginary colony on an undeveloped planet. This planet has an earth-like environment but is uninhabited. The planning will begin with group discussion of the needs and occupations of the colony: a. for the first day b. for the first week c. for the first month d. for the first year	Social Studies: Anthropology Unit	The children will create murals illustrating the progress made in ten years on the planet.

CONCEPT 3: Occupations exist for a purpose.

OBJECTIVE: Understand that occupations develop from social needs and that they also contribute to the advancement of society.

LEARNING OUTCOME: The children will match needs with occupations and describe occupations which make life easier and better.

Level	Subj.	Learning Activity	Resources	Evaluation
5	L.A.	3. The child will list social needs developed for youth (ages one through twelve) but not for older people. Examples: a. specific games (jacks, etc.) b. television cartoon shows c. "Sesame Street" d. children's clothing		
5	L.A.	4. The children will plan an imaginary park. They will discuss and list the occupations needed in planning and developing the area.	Parks & Recreation Dept. City Planner	
5	L.A. S.S. Art	5. The children will create a diorama of the imaginary park planned in activity #3 above.		
5	L.A.	6. Discuss <u>Leisure Time</u> a. How it has increased b. New industries and job development c. How people plan for use of leisure time d. How leisure time relates to jobs e. The importance of choosing leisure time activities that contribute to self-image 7. Children will take a field trip to the Chicago Museum of Science and Industry to observe the changes in various industries and note the job changes making it possible.		Concept Evaluation 1. The student will list at least 3 of his specific needs or wants. 2. Then list after each one at least 3 occupations which helped make it available to him.

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: A. Recognize that there is a wide and increasing variety of occupations.
B. Understand the various ways of classifying occupations.

LEARNING OUTCOME: The children will be able to discuss the fact that there is a wide and increasing variety of occupations and that these occupations may be classified in various ways.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. All occupations can be classified in some way. Given a list of the occupations of the parents the children will classify the occupations according to as many ways as possible. (Ideas, people, and things)	See Appendix 4 for various ways to classify careers and occupations. Taken from Career Education Activities through World of Work Resources. Able Model Program. Northern Illinois Univ., DeKalb, 1972	
5-6	L.A. S.S.	2. The children will pick a job from the want ads in the newspaper. They will then refer to "Occupational Outlook Handbook" to find the qualifications necessary for the job, employment outlook, etc.	Occupational Outlook Handbook (Available in your library) Filmstrip: "Foundations of Occupational Planning" series 35-2467+	
5-6	S.S.	3. Compile a list of occupations and have the students classify according to ideas, people, things: a. lawyer b. plumber c. lumber workers d. cook e. teacher f. physician g. lathe operator h. dish washer i. etc.	Elementary Guide for Career Development, Ed. Service Center Austin, Texas pp. 161-162 (in school building) Filmstrip Series: "What Will I Be?" (Guide from Franklin, see Appendix 5), 35-2384+ (IMC)	

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: A. Recognize that there is a wide and increasing variety of occupations
B. Understand the various ways of classifying occupations.

LEARNING OUTCOME: The children will be able to discuss the fact that there is a wide and increasing variety of occupations and that these occupations may be classified in various ways.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	Math	4. Children will discuss: "Is the mother's work inside of the home as important as the father's work outside of the home?" Children should note the variety of jobs and the number of hours the mother spends at each of these jobs within a 24 hour period. Using the current minimum wage per hour, students can figure out daily, weekly, monthly, and yearly salary of a housewife. (To extend the activity, salaries could be used for specialized fields such as; nurse, painter, teacher, plumber, etc.)	Math Text Filmstrip Series: "The Wonderful World of Work," Set I, 35-2456+ Set II, 35-2457+ Set III, 35-2458+	
5-6	S.S.	5. List the occupations of parents and classify these jobs using the following job families: Services Business Contact Organizations General Culture Outdoors Science Technology Art & Entertainments	Parents Filmstrips: Career Discoveries "People Who Work in Science" 35-2502+ "People Who Help Others" 35-2501+ "People Who Organize Facts" 35-2499+ "People Who Create Art" 35-2500+	Are the children able to classify their parents' occupations using specific job families?
5-6	L.A.	6. The children will discuss: a. What kind of society would we have if all workers produced goods? b. What kind of society would we have if all workers produced services? c. What kind of society would we have if all workers produced ideas?		

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: A. Recognize that there is a wide and increasing variety of occupations.
B. Understand the various ways of classifying occupations.

LEARNING OUTCOME: The children will be able to discuss the fact that there is a wide and increasing variety of occupations and that these occupations may be classified in various ways.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	7. Looking at Racine, the children will answer the question: Is Racine a community that produces mainly goods, services, or ideas? (Discuss other cities or communities)	Yellow pages of Telephone book Mr. Herrem, WIN (Employment Service) Speakers from local industries	
5-6	S.S.	8. List 5 to 10 occupations that exist now which did not exist 10 years ago. List 5 to 10 occupations that may exist 10 years from now that do not exist at the present time. What qualifications would a person need to have to be able to do each of these jobs? (physical, educational, personal)	Occupational Outlook Handbook (Available in school library)	
5-6	S.S.	9. Children will discuss the following prediction: Scientist predict that by the year 2000 10% of the people will provide for the other 90% of the population.	Film, "1999 AD" F-301-32 (IMC)	
5-6	Art	10. Construct a bulletin board using magazine and newspaper pictures and articles which demonstrate the current variety of occupations.		
5-6	L.A.	11. Play "What's My Line" as a technique to explore occupations.		

CONCEPT 4: There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: A. Recognize that there is a wide and increasing variety of occupations.
B. Understand the various ways of classifying occupations.

LEARNING OUTCOME: The children will be able to discuss the fact that there is a wide and increasing variety of occupations and that these occupations may be classified in various ways.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	12. List new items on the market and discuss new jobs created by these products.	drug store grocery store department store	
5-6	S.S.	13. Invite a resource speaker who can relate his experiences of his upward movement in a job family.	Grocery manager Sales manager	Teacher observation of the child's ability to classify occupations.
6	S.S.	14. <u>Situation</u> John Doe had taken as many courses as he could that would help him to be an automobile mechanic. Because of air pollution problems, the automobile no longer exists as a means of transportation. Mr. Doe now believes that he has no worthwhile future. If his 14 year old son came to you for advice about preparing for a job, how could you be of help to him? (Keep in mind that occupations are changing and many jobs are disappearing completely.)		<u>Concept Evaluation</u> The child will list 15 occupations and classify them using the following classification: data, people, things.

CONCEPT 5: Work means different things to different people.

OBJECTIVE: Understand that there are various ways of describing the means of work and realize that work had different meanings for individuals.

LEARNING OUTCOME: The children will participate in activities which will help them realize that work has various meanings for individual persons.

Level	Subj.	Learning Activity	Resources	Evaluation
5	L.A.	1. The children will arrange a list of activities under the headings of work or play. The lists will be compared by the children in small groups. A total group discussion will bring out the idea that work means different things to different people.	Supplementary list of activities (See Appendix 6) Filmstrip: "Foundations for Occupational Planning" Series 35-2467+ "What is a Job?" (in building)	
5	Art	2. Each child will design a mobile showing activities that are occupations for some people and recreation for others.		
6	L.A.	3. Each child will create a cross-word puzzle of activities in which the vertical words will be examples of work and the horizontal will be examples of play.		
6	Art	4. Each child will create a collage showing his own feelings about a particular occupation. The pictures may show a person on the job, facial expressions, equipment used, etc. The collages will be grouped according to similarity of occupation and discussed as to similarities and differences of feelings shown toward these occupations.		Teacher observation of class discussion showing the understanding of the concept.

CONCEPT 6: Education and work are interrelated.

OBJECTIVE: A. Realize that different kinds of work require varying degrees and types of educational preparation.
B. Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

LEARNING OUTCOME: A. The child will describe several kinds of work and suggest the education and/or training required to do the work.
B. The child will identify the necessary skills required for the performance of a particular job and will be able to state the kind and degree of educational training.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. School is part of a preparation for a career. a. Why do we have schools? b. Why is school important to people? c. How can school help people prepare for work? d. What should we expect to gain from school experiences? e. What can we do to get the most out of school?	"Children of the Inner City" SVE Educational Filmstrips and Records (six filmstrips) 35-2466+ (IMC) "What Good Is School?" Foundations for Ed. Planning 35-2467+ (Avail. school libraries and IMC)	
5-6	S.S.	2. Using the help wanted ads, the children will: a. List those jobs that require training beyond high school. b. List those jobs that have requirements. c. List those jobs where salary is stated.	local newspapers	
5-6	Art L.A. S.S.	3. Make a bulletin board or a scrapbook identifying at least 50 current jobs. For each job list the educational skills needed.	Occupational Outlook Handbook (Available in school library)	
5-6	S.S.	4. Develop a chart centered around an occupation showing classes in school required to help prepare for it.	See Appendix 7 for sample chart. Taken from Career Exploration, A guide for Teachers, Dept. of Ed., Oklahoma 1970, p. 37	The children wil be able to identify, by checking, the school subjects which contribute toward understanding and competence in the listed jobs.
5-6	L.A.	5. Write a case study of educational background of a successful person. (Baseball player, doctor, inventor, etc.)	Reading texts, biographies, interviews. 36 Black Heroes	

CONCEPT 6: Education and work are interrelated.

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B. Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

LEARNING OUTCOME: A. The child will describe several kinds of work and suggest the education and/or training required to do the work.
B. The child will identify the necessary skills required for the performance of a particular job and will be able to state the kind and degree of educational training.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A. S.S.	7. The children will survey the careers in a shopping center or business section (grocery, bowling lanes, hardware store, cleaners, drug store, etc.) They will ask: "What schools did you attend?" "From what schools did you graduate?" of the employees they may meet in the shopping center. Using the information they have gathered, they will list the occupations and the apparent amounts of education of the people performing those occupations. Children could use interviewing techniques and tape recorders to obtain this information.		Given a list of 5 jobs common in his environment he can list at least 3 ways in which basic skills are necessary to perform that job i.e., Math to measure a board to order lumber Reading to get information, directions Spelling & writing to write down information
5-6	Math	8. The teacher and children will develop various mathematical problems related to jobs. Example at level 5: The carpenter had a six foot board to repair the back step. The step was five and one-half foot wide. How much of the board was not used for repairing steps? Example at level 6: Use six boards, five foot six inch step. (Relate all grade level examples to math text.)	Film: "Weights and Measures" F-510-4 Available from IMC (Math 6)	

CONCEPT 6: Education and work are interrelated.

OBJECTIVE: A. Realize that different kinds of work require varying degrees and types of educational preparation.
B. Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

LEARNING OUTCOME: A. The child will describe several kinds of work and suggest the education and/or training required to do the work.
B. The child will identify the necessary skills required for the performance of a particular job and will be able to state the kind and degree of educational training.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	9. List 5 to 10 jobs where the worker needs to continually keep learning new things about his job in order to produce a better product or provide a better service.		
6	S.S. L.A.	10. The children will decide whether any industry in Racine needs an employee who speaks and writes a foreign language. When they have made a sensible decision that the company does employ such a person, they may write the personnel dept. of that company to verify their decision.	Contact Personnel Departments of local industries by letter. Textbook: World of Language Resource Person - Johnson Wax - South America Division	
5-6	L.A. S.S. Read	11. The children will investigate the physical requirements of a particular job such as: fireman, policeman, FBI, airline stewardess, airline pilot, branches of the armed forces, etc.	Career oriented library books Your world series Taylor Publishing Co., Dallas, Texas Fire & Police Dept. Open Highways - Gr. 6, Pinkerton and FBI Scott Foresman p. 279-300	
	Art	12. Make a mobile of patterns which will be illustrations of the requirements for any of the above mentioned careers. Refer to flo charts.		

CONCEPT 6: Education and work are interrelated.

OBJECTIVE: A. Realize that different kinds of work require varying degrees and types of educational preparation.
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LEARNING OUTCOME: A. The child will describe several kinds of work and suggest the education and/or training required to do the work.
B. The child will identify the necessary skills required for the performance of a particular job and will be able to state the kind and degree of educational training.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	13. Small group research projects to identify the training and preparation necessary to prepare for various jobs.		
5-6	L.A.	14. Invite a local resource person to tell about his training. Parents are often good resources.	Dentist-nurse-trade men-technical worker-electrician-auto mechanic-painter	
5-6	S.S.	15. Discuss the preparation children need in order to perform various jobs at home and at school.		The children will write want ads describing the educational and physical qualifications for jobs which would apply to children of their age (newspaper boy, dog walker, etc.)
5-6	S.S.	16. Set up a school employment service. Students fill out application forms to apply for the numerous jobs that they normally perform in and around the school, i.e., library helpers, safety patrol.	See Appendix 8 School Employment Service. Taken from capes, A guideline for career awareness programs for the elem. school. Part 3 - What About Voc. Ed.?	

CONCEPT 7: Individuals differ in their interests, abilities, attitudes and values.

OBJECTIVE: A. Differentiate himself from others by describing how he resembles and is different from others.
B. Understand the various ways of identifying and describing individual differences.

LEARNING OUTCOME: A. The child will differentiate himself from others by describing how he resembles and is different from others.
B. The child will recognize that there are various ways of identifying and describing individual differences.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A. Math	1. The class will make a checklist of six (or more) interests and abilities. Interest examples: sports, music, reading, writing, drawing Abilities examples: to run, to play a musical instrument, to write stories The children will indicate by means of the checklist the interests and abilities that pertain to them individually. The class result will be tallied and made into two circle graphs titled "Interest" and "Abilities". The graphs could become a bulletin board.	Filmstrips: "What Do You Like to Do?" "Who Are You" Foundation for Occupational Planning series 35-2467+ Society for Visual Education 1345 Diversey Parkway, Chicago Illinois 60614 (Available in school libraries and from IMC)	
5	L.A.	2. The children will keep a notebook for two weeks noting the activities in which they are successful and also noting how well they were able to work with others a. on the playground b. in their neighborhood c. at home d. in the school room	Developing Basic Values, 35-2359+ Set of 5 filmstrips and records avail. at school library and IMC	
5	L.A.	3. One child will be assigned to shadow another child for one day to note the positive aspects of that child's personality: a. What he did at recess. b. How many times the teacher praised him. c. How many times he gave the correct answer in class. d. How many times he helped others.		

CONCEPT 7: Individuals differ in their interests, abilities, attitudes and values.

OBJECTIVE: A. Differentiate himself from others by describing how he resembles and is different from others.
B. Understand the various ways of identifying and describing individual differences.

LEARNING OUTCOME: A. The child will differentiate himself from others by describing how he resembles and is different from others.
B. The child will recognize that there are various ways of identifying and describing individual differences.

Level	Subj.	Learning Activity	Resources	Evaluation
		3. (Cont'd) e. How many times he spoke kindly to others. f. How many times he showed he took pride in the classroom. The child being shadowed (Jim) will use the information to write a paragraph: "Charles Watched Me." For another activity, the children (Jim and Charles) could shadow each other and then write "I Watched Charles".		
5-6	L.A.	4. The children will write synonyms and antonyms for the words: ability, talent, interests, attitudes, values, and dislikes. Example: Abilities - what it takes - know how Interests - likes The children will then use these synonyms and antonyms in complete sentences which will reveal one of the above listed attributes of each child.		
5-6	L.A.	5. Glasser's classroom meetings.	Schools Without Failure by Glasser For teacher use, Glasser tapes are available from Harper & Row.	
		6. The children will prepare a questionnaire concerning their interests. The answer to the questionnaire will be tabulated and the results discussed and compared.		

CONCEPT 8: Occupational supply and demand has an impact on career planning.

OBJECTIVE: Understand that technological changes and/or consumer demand creates jobs.

LEARNING OUTCOME: A. The child will be able to understand how the occupations found in a community and the surrounding areas are affected by the supply and demand for goods and services.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A. S.S.	1. The children will dramatize or discuss a hypothetical situation in which supply and demand affect occupations. Example 1 - Helicopters have become the main means of transportation. What new occupations will be developed which will disappear, which will be changed? Example 2 - A scientist discovered a way to harness and use a bolt of lightning. Example 3 - A scientist discovered a new way to use a chemical that will preserve food without having to can or freeze it. Example 4 - A depletion of natural resources such as gas and oil occurs.	Social Studies materials (textbooks, films, filmstrips) Beginning Explanation (thinking and writing program from L.A. grade 5) p. 125-134, "Events Which Shape Our Lives." Social Studies Films: grade 5 F-917-16 "Geo. of North Central States" F-614-9 "Meat from Range to Market" F-917-56 "Great Cities Megalopolis"	Think of something you could invent in the future, th list ten new jobs that will be necessary and loca on a map thinking natural resources available workers transportation & markets. List ten jobs tha have disappeared because they are n longer in demand. Cut articles from the newspaper that relate to changes elimination of occupations.
5-6	L.A. S.S.	2. For activities related to supply and demand see pages 142-143, #1 & 2 of Elementary Guide for Career Development Also see page 103, #3.	Elementary Guide for Career Development Ed. Service Center 6504 Tracor Lane Austin, Texas	
5-6	L.A. S.S.	3. The children will interview their parents or other adults and ask them what three items are available in the stores today that were not available when the adults were children. The children will then list and discuss the jobs that were created because of the demand for the new products.	R & D centers at industries such as Johnson Wax (What new developments in the future.)	

CONCEPT 8: Occupational supply and demand has an impact on career planning.

OBJECTIVE: Understand that technological changes and/or consumer demand creates jobs.

LEARNING OUTCOME: A. The child will be able to understand how the occupations found in a community and the surrounding areas are affected by the supply and demand for goods and services.

Level	Subj.	Learning Activity	Resources	Evaluation
		3. (Cont'd) a. backyard swimming pool b. pet food c. cassette tapes d. water skies The interview statement could be reversed to ask what three things are not available in the stores today that were available when the adults were children.	The New Directions in English (Grade 5) p. 58-66. (Advertising & creating new products) World of Language (Grade 6) p. 172-173 "Interviewing"	
5-6	L.A. S.S.	4. Why did Continental Can locate a branch of their company in Racine? (Johnson Wax Products)		

CONCEPT 8: Occupational supply and demand has an impact on career planning.

OBJECTIVE: Understand that technological changes and/or consumer demand creates jobs.

LEARNING OUTCOME: B. The child will be able to identify various geographic locations where one might relocate because of technological chang

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A. S.S.	1. For activities based on the idea "availability of work determines where some people live" see pages 98-99 of Elementary Guide for Career Development. Example: 1. Closing of Hamilton Beach Company. 2. Closing of Oster Mfg. 3. Western Boom and ghost towns. 4. Seattle Boeing plant close-down.	Elementary Guide for Career Development Ed. Service Center 6504 Tracor Lane Austin, Texas (Available in school, one per teacher) Film: "What Ecologists Do" F-331-11 (IMC)	

CONCEPT 9: Job specialization creates interdependency of workers and jobs.

OBJECTIVE: A. Recognize that jobs are coordinated in the production of goods and performance of service.
B. Be aware that worker cooperation is essential.

LEARNING OUTCOME: A. The child will be able to list the various jobs that are part of the production of a complete service or product.

Level	Subj.	Learning Activity	Resources	Evaluation
5	S.S.	1. The children will organize a production line and produce a jar of apple sauce, bread board, cookies, etc. To reinforce this learning, have individual children produce the finished product.	Teacher should preview films such as "People of the Western Shore" F-917-49 (Timber Country) Grade 5	Compare the quality and quantity of assembly line produced products with similar products produced by individual workers. (A time study could also be completed.)
		2. Visit an assembly line or industry where interdependency is essential.	Industries of Racine Alice Sankey	
5	S.S.	(Rainfair)		
5	S.S.	(Cooper in Kenosha)		
6	S.S.	(Nestles' in Burlington)		
5	S.S.	(Billy Mitchell Field)		
6	S.S.	(Oak Creeks Power Plant)		
5	S.S.	(General Motors: Janesville)		
5	S.S.	* (American Motors: Kenosha)		
5	S.S.	3. Illustrate worker cooperation by constructing a model of an industrial complex or by drawing pictures of an assembly line.	Social Studies grade 5 Film: "Our Changing Way of Life: The Lumberman" F-917-65	
5-6	S.S.	4. Using a map, the children will identify areas, which contributed to the production of a completed product.	Social Studies grade 5 Film: "Great Lakes Area: Men, Minerals, Machines" F-917-61	
5	S.S.	5. The child will use the want ads section of the newspaper and regroup the ads to show the interdependence or interlocking of jobs. (Use ads from various geographic areas you are studying.)		From a list of occupations, the children will classify those which are interrelated.

CONCEPT 9: Job specialization creates interdependency of workers and jobs.

OBJECTIVE: A. Recognize that jobs are coordinated in the production of goods and performance of service.
B. Be aware that worker cooperation is essential.

LEARNING OUTCOME: A. The child will be able to list the various jobs that are part of the production of a completed service or product.

Level	Subj.	Learning Activity	Resources	Evaluation
6	L.A.	6. The children will compose a newspaper showing the interdependence or interlocking of jobs.	World of Language 6, Chapter 8 "Exploring With Language" p. 224-233	
5-6	L.A.	7. The children will list other areas that show interdependency of jobs. Examples T.V. Newscast Heart Surgery Bottling Plant Meteorology		In small groups, the children will choose one area of the list and again list the interdependent jobs in that area. Example: Bottling Plant When the groups complete the listings, they will orally critique the validity of the list compiled by another group.

CONCEPT 9: Job specialization creates interdependency of workers and jobs.

OBJECTIVE: A. Recognize that jobs are coordinated in the production of goods and performance of service.
B. Be aware that worker cooperation is essential.

LEARNING OUTCOME: B. The children will participate in an activity in the production of a product where one essential part is missing.

Level	Subj.	Learning Activity	Resources	Evaluation
5	S.S.	1. The children will organize an assembly line or service unit but leave out an essential part.		The children will observe and discuss the outcome of what happened when an essential part was left out of an assembly line.
5	S.S.	2. List the kinds of workers needed if we were going to greatly improve our neighborhoods. (Higher taxonomy: list workers according to training necessary for their jobs.)		
		3. The children will demonstrate by role playing, taping, cartoon drawing or making a filmstrip how a member of a group does not contribute to interdependency by his non-involvement. Examples: a. A key member of a team does not show up for a game. There are no other players available. b. On an automobile assembly line the man who bolts on wheels is not present. There are no other workers available to replace him that day. c. One member of a combo does not appear for a public performance.	Film: Available from IMC "Instruments of the Orchestra" F-785-1	The children will observe and discuss the outcome of what happened when a member of the group was not involved.
5	S.S.	4. After viewing a film or filmstrip, discuss how a specific job is interrelated to other jobs.	Any film or filmstrip that shows a given job interrelated to others.	

CONCEPT 10: Environment and individual potential interact to influence career development.

OBJECTIVE: Be aware of critical environmental elements which have an effect upon one's career development.

LEARNING OUTCOME: A. The child will match specific physical environments to specific careers.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. The children will play a game about the geographic area they are studying. To play the game each child draws a slip of paper out of a container. When it is his turn he fastens the occupation slip in an appropriate place on the map and explains why he put it where he did. Example 1 - "This is a tugboat captain. He would likely be in a seaport city." Example 2 - "This is a corn farmer. He would like where the soil is rich and the climate is mild."	All Social Studies texts and audio visual resources. World of Language Grade 5, p. 32-33 (Identify the type of work the people could be doing by their faces.) Also, page 171 "Hats"	
5-6	S.S.	2. The child will write a short report on the following topic: If I lived in _____. (geographic area) I would like to be a _____ (occupation) because _____. These reports may be shared with the class.	A general resource for concept 10: "Children of the Inner City" SVE Educational Filmstrips and cassettes. (6 filmstrips and 3 cassettes) A general resource Filmstrip: "Working in U.S. Communities" Group I	
5-6	S.S.	3. The child (or group) will make a salt map of a country they are studying. They will place small flags (on toothpicks) printed with the occupations of that country.		

CONCEPT 10: Environment and individual potential interact to influence career development.

OBJECTIVE: Be aware of critical environmental elements which have an effect upon one's career development.

LEARNING OUTCOME: A. The child will match specific physical environments to specific careers.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	4. Given an imaginary physical map, including lines of latitude and longitude, the child will match careers with environments shown on the map.		Items 4 & 5 in "Learning Activities" column may be used for evaluation.
5-6	S.S.	5. Given a list of specific careers, the child will classify them according to representative communities, (agricultural, residential, industrial, coastal, etc.)		
5-6	S.S.	6. Current events - Be on the lookout for the closing of industries and the establishment of new industries in the community because of environmental influences (disappearance and possible re-establishment of commercial lake fishing)	Newspapers and Magazines	

CONCEPT 10: Environment and individual potential interest to influence career development.

OBJECTIVE: Be aware of critical environmental elements which have an effect upon one's career development.

LEARNING OUTCOME: B. In writing and oral activities, the child may give evidence that family and peer play an important part in career choice.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. The child will locate, in the Yellow Pages, the names of business' which activities indicate family relationships. Example: Levin Brothers F. J. Hermes & Sons S. C. Johnson & Son, Inc. Wolf Brothers Schwartz & Schwartz	Telephone book	
5-6	S.S.	2. Each child will jot down his chosen career at the moment, then each child will become a member of an imaginary community. The discussion that will follow will cover the needs of the community and the interdependence of the various careers.		The children will decide whether or not the chosen career resulted in a well developed and successful community. If all needs are not met, what careers must still enter the picture? Example: A doctorless community The class or other individuals will decide whether the suggested job and the personal characteristics are compatible.

CONCEPT 10: Environment and individual potential interest to influence career development.

OBJECTIVE: Be aware of critical environmental elements which have an effect upon one's career development.

LEARNING OUTCOME: B. In writing and oral activities, the child may give evidence that family and peer play an important part in career choice.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	3. The child will discuss various biographies that relate to the learning outcome. Example: Ben Franklin became a printer because his brother was a printer. Columbus-apprentice to his map maker brother. Teacher can use stories in readers to point out this concent.	Macmillan readers Scott Foresman readers Other library books Houghton Mifflin Nebraska Curr. Guide (Racine Revision) Kit: Childhood of Famous Americans Series. Available from IMC (Reading Kit)	
5-6	S.S.	4. The child will write a descriptive paragraph of himself or some member of the class leaving out the name. (Use positive personality characteristics, abilities, interests, and physical characteristics.) The child will conclude his paragraph by assigning a job to the described individual based on the description.		

CONCEPT 10: Environment and individual potential interact to influence career development.

OBJECTIVE: Be aware of critical environmental elements which have an effect upon one's career development.

LEARNING OUTCOME: C. The child will recognize that changes in personal physical characteristics (age, etc.) and in environment may call for changes in careers.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. The child will make a list showing the importance of age in performance of particular jobs. Example: Professional sports, astronaut, newspaper boy, heart surgeon		
5-6	S.S.	2. The child will list factors which cause individuals to change jobs. Example: Age, health, additional training, past job experience, elimination of jobs, climate.		

CONCEPT 10: Environment and individual potential interact to influence career development.

OBJECTIVE: Be aware of critical environmental elements which have aneeffect upon one's career development.

LEARNING OUTCOME: D. The child will recognize that natural resources and career choices are interdependent.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. Using the area that is being developed in social studies classes, the children will review physical characteristics including climate and resources. They will match job possibilities to this area. Example: Cluster of cities - industry Example: Green areas - agriculture Example: Lakes - transportation fishing industry, etc.	Aero-relief map of South America (order from IMC)	Item 1 in "Learni Activities" colum may be used for evaluation. The development of th learning activity could be used as an evaluation instrument also.

CONCEPT 11: Occupations and life styles are interrelated.

OBJECTIVE:
A. Understand that an individual's life style can influence one's occupational choice.
B. Understand that a preferred life style may influence one's occupational choice.
C. Understand that sometimes a person's need for self-identification is unfulfilled in his occupation and can be met through meaningful hobbies and avocations.

LEARNING OUTCOME: The child will begin to see that there is a connection between an individual's occupation and his life style.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A. Read	1. The child will read a biography of a person whose occupation was influenced by his hobby.	Biography section of school library Reading Kit: Childhood of Famous Americans Series (IMC)	The child will prepare and present an oral report of the biography..
5-6	L.A.	2. Write a paragraph explaining how a hobby can lead to the choice of a career.		
5-6	L.A.	3. The child will observe his neighborhood and list at least five occupations in which he sees people involved. The children will discuss how these occupations could influence the life style of those people.		
5-6	L.A.	4. The child will conduct an interview to discover how one person's occupation affects his life style.		The child will present his interview in taped, written or oral report.
5-6	L.A. Math	5. The children will construct a large bulletin board: Section one will illustrate, by means of graph, how much time is spent at school, eating, sleeping, and in free time. Section two will illustrate the occupation that are the results of the constructive use of free time. Section three will illustrate how free time can be used constructively.		

CONCEPT 11: Occupations and life styles are interrelated.

OBJECTIVE:
A. Understand that an individual's occupation can influence his life style.
B. Understand that a preferred life style may influence one's occupational choice.
C. Understand that sometimes a person's need for self-identification is unfulfilled in his occupation and can be met through meaningful hobbies and avocations.

LEARNING OUTCOME: The child will begin to see that there is a connection between an individual's occupation and his life style.

Level	Subj.	Learning Activity	Resources	Evaluation
		6. Given landform, natural resources and climate of a particular geographic area, the children will make some intelligent guesses as to what occupations might be found in the area. They will then write letters to schools in those areas asking what kinds of work are done by fathers of the children in those schools.	Film: "Eskimo Artist Kenojauk" F-745-4 (Available from IMC)	
5-6	S.S.	7. While watching films, the children will observe occupations and life styles. They will then discuss the relationship between the occupations and the life styles. They will also discuss supportive occupations not shown in the film. Example: If machinery is shown, occupations in steel are implied.	Handbook of Audio Visual materials Grade 5-6 (available from IMC)	General Evaluation The children will be given a list of occupations and then asked where a worker in that vocation would be found.
5-6	S.S.	8. In the overview of a new social studies unit, the children will look at the pictures in the textbooks and identify occupations as implied through life style pictures and vice-versa. They will verify their inferences by using the printed text.	Six filmstrips: Focus on America (six regions) Society of Visual Ed., Diversey Parkway, Chicago Illinois 60614	Example: In a city, rural area, small town, specific geographic area, etc.
5-6	L.A.	9. The child will explain and/or demonstrate a personal hobby.		The children will discuss how the demonstrated hobby could lead to an occupation or could be the source leading to self-fulfilling leisure time.

CONCEPT 12: Individuals can learn to function efficiently in a variety of occupations.

OBJECTIVE:
A. An awareness that individuals have the potential to develop skills in a variety of occupations.
B. An awareness that individuals can develop potentials which can be utilized in a variety of occupations.

LEARNING OUTCOME:
A. The child will list skills basic to specific occupations which call for identical or similar skills.
B. The child will recognize that individuals have several skills but no one person has all of them.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. The child will list the variety of occupations in which a carpenter could function because of his skills. (Many other occupations lend themselves to this activity.) Example: A chemist could move to various geographic areas to work in a paint industry, water department, foundry, paper mill, etc.	Film: "The Blue Dashiki" F-020-30 (Available through school librarian from IMC) Please note: Since occupations are a major concern in the social studies of gr. 4, 5, 6, they become an integral part of every social studies unit. Social Studies films resource unit and the materials for gr. 4, 5, 6	
5-6	S.S. Math	2. The child will develop a mathematics tree. Branches will be labeled with names of jobs which make use of mathematics. (Apply higher taxonomy by naming branches according to the degree to which math is applied. The larger the branch, the higher the degree of math.) Other types of occupational trees can also be developed.	SRA Booklet "What Could I Be?" p. 12-15 (job tree)	
5-6	S.S. L.A.	3. The child will develop a three column personal chart listing his: a. interests b. abilities c. possible occupations The child will have his personal chart checked by another child for reasonableness.		The child will orally present his chart and explain how the occupational choices validly relate to his interests and abilities.

CONCEPT 12: Individuals can learn to function efficiently in a variety of occupations.

OBJECTIVE:
A. An awareness that individuals have the potential to develop skills in a variety of occupations.
B. An awareness that individuals can develop potentials which can be utilized in a variety of occupations.

LEARNING OUTCOME:
A. The child will list skills basic to specific occupations which call for identical or similar skills.
B. The child will recognize that individuals have several skills but no one person has all of them.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S. L.A.	4. The students will list their own assets and limitations for a particular occupation of interest to themselves.	Career Exploration by SRA (filmstrips with cassette tapes) Available in school library. Occupational Outlook Handbook Available in school library.	
5-6	L.A.	5. As an initiating activity, the children will be given a list of occupations as follows: baker, cleaner, electrician, plumber, judge, teacher, and gardener. They will be asked to name one person all these apply, namely, the mother. The children may add other occupations which apply to their own mothers.	A general resource "Children of the Inner City", SVE Ed.	
5-6	L.A.	6. List a variety of occupations and the skills required for each. Then note the occupations which require similar skills.		

CONCEPT 12: Individuals can learn to function efficiently in a variety.

OBJECTIVE:
A. An awareness that individuals have the potential to develop skills in a variety of occupations.
B. An awareness that individuals can develop potentials which can be utilized in a variety of occupations.

LEARNING OUTCOME:
C. The child will begin to realize that individuals are able to develop potentials which can be used in a variety of jobs.
D. The children will recognize and begin to have a common sense understanding that all individuals have assets and limitations.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	1. The child will write a paragraph "What I Like to Do." The child will read the paragraph to the class. The class will make a composite list of skills related to the activity described in the paragraph.		Make a general checklist of occupational skills from the composite lists developed in activity #1 under Learning Activities
5-6	L.A.	2. The child will write a paragraph to answer the question "Which hobby of yours could lead to a life time Career?"		
5-6	L.A.	3. A child may share his hobby by showing it to the class. His classmates can suggest an adult occupation which may grow out of the hobby.		
5-6	Sci.	4. Taking a science unit, the children will investigate the careers that are associated with all the facets of that unit. Example: a. Grade 4 "Sound & Hearing" electrician, hearing aid salesman, etc. b. Grade 5 "Air & Weather" aerial photographer, maker of weather instruments, weather forecaster, etc. c. Grade 6 "Chemistry" dietician, gardener, etc.	Grade level film guides from: IMC Science units	Given a list of occupations that do and do not relate to the science unit of study, the children will check those that are validly associated with the science world. Example: "Air & Weather" ✓ 1. piloting a plane ✓ 2. map making ✓ 3. radio announcing 4. painting 5. typing ✓ 6. photography

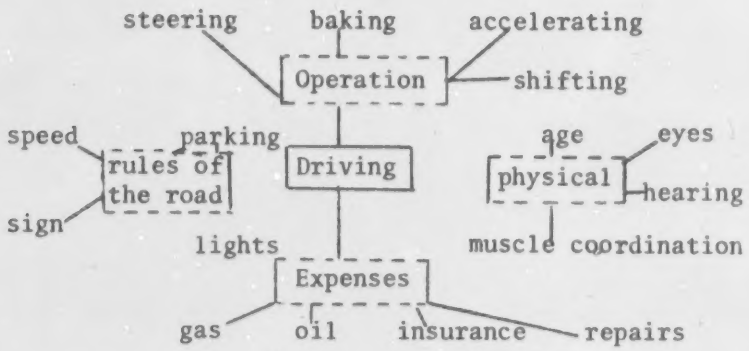
CONCEPT 12: Individuals can learn to function efficiently in a variety of occupations.

OBJECTIVE:
A. An awarness that individuals have the potential to develop skills in a variety of occupations.
B. An awareness that individuals can develop potentials which can be utilized in a variety of occupations.

LEARNING OUTCOME:
C. The child will begin to realize that individuals are able to develop potentials which can be used in a variety of jobs.
D. The children will recognize and begin to have a common sense understanding that all individuals have assets and limitations.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	Sci.	5. Collect and post on bulletin board current events related to careers from science units being developed.		
5-6	Sci.	6. Have children analyze films and filmstrips related to a science unit and identify the specific careers shown in the films.		Given a number of lists on which a specific skill & a variety of jobs are listed, the child will check the jobs which require the skill. Example: Measuring length accurately. ___1. painting ___2. delivering newspapers ___3. working at a lunch counter ___4. plumbing ___5. laying carpeting ___6. collecting garbage
5-6	Phy Ed. L.A.	7. Ask the children to recall the time when they were learning to skip, throw a ball, ride a bicycle, or roller skate. Then they will relate this initial learning to a present activity to show that the second is an outgrowth of the first. Example: a. skip - folk dancing in grades 4, 5, 6 b. throw a ball - basketball and football.		The children will make a series of drawings organized in sets of two. Each set of two will have identical backgrounds which would be the setting of a particular occupation. In one picture, the child will draw a person who would seem to

CONCEPT 12: Individuals can learn to function efficiently in a variety of occupations.



Level	Subj.	Learning Activity	Resources	Evaluation
		7. (Cont'd) These activities could be shared orally, in written form or pictorially.		have the assets to perform the occupation. In the second picture the child will draw a person who would make the picture unrealisti Example: Set one: background is the inside of a foundr Picture one: a husky sized man dressed in protective clothing including a head shield and asbestos gloves. Picture 2: a man in a white shirt and light weight trousers wearing n protective article of clothing. In both pictures t man will be ladling molten steel.
5-6	L.A.	8. The children will make individual or composite lists of everything they will have to be able to do in order to learn to drive an automobile. Each item must be validated. Students may also make flo-charts similar to the one above.		

CONCEPT 13: Career development requires a continuous and sequential series of choices.

OBJECTIVE:
A. Aware that career development is a life-long process which unfold from the interplay of past experiences and decisions.
B. Aware that individuals must consider many variables as they develop their career goals.
C. Awareness that individuals must consider many variables as they move through their development phases.

LEARNING OUTCOME: A. The children will begin to realize that the successful person generally has moved from simpler, lower level jobs, to other ones requiring more advanced skills, a greater variety of skills, and more responsibilities.

Level	Subj.	Learning Activity	Resources	Evaluation
6	L.A.	1. Name the person you think is really successful in the field of sports, business, television, etc. Starting in kindergarten what do you think that person had to learn to become successful and will have to learn in the future in order to remain successful?	Newspaper, children's magazines and television programs.	The children will reconstruct the job and training experiences of a successful builder by arranging a scrambled list of experiences into sequential order. Example: 1. Made a bird house. 2. Helped build a house during high school summer vacation. 3. Built his own house after working hours. 4. Became a carpenter apprentice. 5. Received a kit of tools for Christmas as a child. 6. Watched a house being built. 7. Decided to go into the business of building houses and hire other carpenters to help him. 8. Made a table in woodworking class in junior high school. 9. Was hired as a full-time carpenter.

CONCEPT 13: Career development requires a continuous and sequential series of choices.

OBJECTIVE:
A. Aware that career development is a life-long process which unfolds from the interplay of past experiences and decisions.
B. Aware that individuals must consider many variables as they develop their career goals.
C. Awareness that individuals must consider many variables as they move through their development phases.

LEARNING OUTCOME:
A. The children will begin to realize that the successful person generally has moved from entry jobs to others requiring more advanced skills, a greater variety of skills, and more responsibilities.

Level	Subj.	Learning Activity	Resources	Evaluation
6	L.A.	2. The child will write an autobiography identifying phases that could contribute to a career. He will record the phases by constructing a time line.		
5-6	L.A. S.S.	3. Read biographies and identify the phases in the career development. Identify and record the phases in career development by constructing time lines.		
6	L.A.	4. The children will interview individual teachers to learn the various types of work they have done which have brought them to this point in their careers. (In reporting this information, it would be more interesting if the teachers names could be withheld and the listeners would guess who was being described.)		
5	S.S. Sci.	5. Given a list of experiences which may lead to a specific career, the children will identify the career. Using a number of these lists, the children could be organized into teams and compete against each other to see which team could most quickly identify the careers. This could easily be tied to social studies and science units.		

CONCEPT 13: Career development requires a continuous and sequential series of choices.

OBJECTIVE:
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B. Aware that individuals must consider many variables as they develop their career goals.
C. Awareness that individuals must consider many variables as they move through their development phases.

LEARNING OUTCOME:
A. The children will begin to realize that the successful person generally has moved from simpler, lower level jobs, to other ones requiring more advanced skills, a greater variety of skills, and more responsibility.

Level	Subj.	Learning Activity	Resources	Evaluation
		5. (Cont'd) Example: (aerial photographer) 1. Studied math in grade school. 2. Built model airplanes as a hobby. 3. Read maps in grade school. 4. Had his own film developing room while in high school.		
5	L.A. S.S. Math Mu. P.E.	6. The children will play "Twenty Questions". Clues will be skills related to a career.		

CONCEPT 13: Career development requires a continuous and sequential series of choice.

OBJECTIVE:
A. Aware that career development is a life-long process which unfolds from the interplay of past experiences and decisions.
B. Aware that individuals must consider many variables as they develop their career goals.
C. Awareness that individuals must consider many variables as they move through their development phases.

LEARNING OUTCOME: B. The children will begin to understand that as some jobs become obsolete, new jobs evolve due to changes in life style, the depletion of resources, over-population, discovering of new materials, etc.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. The child will describe the past, the present and the future of a specific job in a particular field. Example: 1. transportation 2. preparation of food 3. building of a house 4. etc.	Filmstrip: "Preparing for Jobs in the 70's" (available from IMC)	
5	L.A.	2. The children will discuss how daily life would change if all instruments of time were eliminated.	Film "1999" Ford Philco Motor Co., Dearborn, Michigan Reference for teachers: Future Shock, Toffler, Alvin Bantam Books N.Y., N.Y.	
5-6	L.A. S.S.	3. The children will collect outdated items and arrange an exhibit. They will invite another group to view the exhibit. The children will explain to the visitors how the items were constructed and why they are no longer used.	Sears Roebuck catalog (1927) (found in each Racine Unified Elem. library) Kit: "Racine-Past and Present" (IMC) Field Trips: Milwaukee Museum "Streets of Old Milwaukee" area Milwaukee, WI	

CONCEPT 13: Career development requires a continuous and sequential series of choice.

OBJECTIVE:
A. Aware that career development is a life-long process which unfolds from the interplay of past experiences and decisions.
B. Aware that individuals must consider many variables as they develop their career goals.
C. Awareness that individuals must consider many variables as they move through their development phases.

LEARNING OUTCOME: B. The children will begin to understand that as some jobs become obsolete, new jobs evolve due to changes in life style, the depletion of resources, over-population, discovering of new materials.

Level	Subj.	Learning Activity	Resources	Evaluation
		3. (Cont'd)	Wade House Greenbush, WI (Near Plymouth, WI) Film: "Then and Now," United States Series Encyclopedia Britanica Ed. Corp.	
5	L.A.	4. The child will interview an older person (preferably grandparents) to discover changes in life style and jobs. The child will use the information to write a paragraph explaining changes that occurred. Suggested titles: "Before I was Born" "Styles of the Past" "Past to Present"		
6	L.A.	5. The child will interview relatives to obtain information about the locale, the work, and life style of his/her family. The child will use the information to write a brief family history covering three generations of life style.		

CONCEPT 14: Various groups and institutions influence the nature and structure of work.

OBJECTIVE:
A. Begin to understand that conditions created by organized groups and institutions affect the world of work: Supply and demand; physical facilities; Federal, State, and local legislation; pressure groups.
B. Begin to understand that conditions in the world of work affect groups and social, governmental, economic, religious institutions.

LEARNING OUTCOME: The children will begin to recognize the influence of groups that are organized for particular purposes and the influence they have on the work world.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	S.S.	1. The children will list groups that are organized for particular purposes, and discuss the influence they have on local conditions. Example: a. Entrance into apprenticeship programs is controlled by union and employer rules and practices. b. Professional associations have standards for admittance into their professions (medical, law, etc) c. Minimum wage d. Child labor laws e. Building codes f. Two mile bussing law g. Registering for military service h. Bicycle license i. Animal licensing j. Compulsory education (7-18)	Local newspapers resource speakers	
5-6	L.A.	2. The children will listen to a paperboy and discuss the steps he had to go through to become a paperboy. In the discussion that will follow, the teacher will give information on child labor laws and the necessity for them. Following the discussion the children may develop a puppet show.	Local employment office. Brochure: "Job Tips for Teenagers" Wisc. State Emp. Service (available at local emp. office) A general resource for concept 14: "Focus on America-The Near West Region" SVE Ed. Filmstrips and cassettes.	The children wil list jobs boys an girls of their a are allowed by l to do. They wil also list jobs which are illega for them.

CONCEPT 14: Various groups and institutions influence the nature and structure of work.

OBJECTIVE:
A. Begin to understand that conditions created by organized groups and institutions effect the world of work: Supply and demand; physical facilities; Federal, State, and local legislation; pressure groups.
B. Begin to understand that conditions in the work world affect groups and social, governmental, economic, religious institutions.

LEARNING OUTCOME: The children will begin to recognize the influence of groups that are organized for particular purposes and the influence they have on the work world.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	3. The children will be divided into two groups each representing a given neighborhood has an opportunity to have a playground constructed. The children will organize to obtain the playground for their specific neighborhood. They will decide: a. The argument they will present at a public hearing. b. How they will get their message across to other people. c. Who they will have to talk to in order to influence the final decision. Individual groups could be assigned: letter writing, interviewing, telephone calling, writing newspaper articles, etc (This activity will require a number of class periods.)	A general resource: Filmstrip "Working in U.S. Communities." Group I.	
6	L.A.	4. Invite a probation officer to speak, particularly to sixth grade, on the effect of arrests and convictions on future job opportunities. Puppet show and role playing.	6th grade Drug Program by Lockheed	
5-6	L.A.	5. The children will attempt to solve a playground problem through discussion.		
6	L.A.	6. Each child will take a stand on the advantages and disadvantages of pressure groups and support his statements. Panel discussions, puppet show, role playing.		

CONCEPT 14: Various groups and institutions influences the nature and structure of work.

OBJECTIVE:
A. Begin to understand that conditions created by organized groups and institutions affect the world of work: Supply and demand; physical facilities; Federal, State, and local legislation; pressure groups.
B. Begin to understand that conditions in the work world affect groups and social, governmental, economic, religious institutions.

LEARNING OUTCOME: The children will begin to recognize the influence of groups that are organized for particular purposes and the influence they have on the work world.

Level	Subj.	Learning Activity	Resources	Evaluation
5-6	L.A.	7. Through reading and personal contacts describe how laws help to regulate our choices and participation in some occupations. Examples: a. Licensing-bus driver, heating engineer, vending machines, operators, teachers, commercial fishermen, doctors, etc. b. Health examinations-teachers, students, police, food handlers, etc. c. Proficiency examinations-Civil service: state patrol, county agents, etc., beautician; barber; dentist; lawyers; registered nurses; pharmacists, etc.		(The following evaluation will start as soon as children seem to be understanding Concept 14.) The children will use their current event papers and at least two issues of a newspaper to find articles that will apply to Concept 14

Appendix 1

CONCEPT 1: An understanding of self is important throughout life.

OBJECTIVE: Understand the importance of examining one's strengths and limitations.

Learning Activity 1:

Checklist (level 3)

I like to	Name one job that applies to this kind of activity
____ be outdoors	_____
____ be indoors	_____
____ draw pictures	_____
____ talk to people	_____
____ be by myself	_____
____ help people	_____
____ work with machines	_____
____ do things where I can move around	_____
____ work with my hands	_____
____ try new things	_____
____ make up songs	_____
____ build things	_____
____ collect things	_____

Checklist

Read each phrase below then check the column which best tells how well you can do each

Ability	Very Well	Pretty Well	Not so good
1. Play kickball			
2. Play baseball			
3. Play football			
4. Jump rope			
5. Run			
6. Swim			
7. Dance			
8. Keep myself neat and clean			
9. Keep my room neat and clean			
10. Keep my desk neat and clean			
11. Help around the house			
12. Iron clothes			
13. Wash dishes			
14. Sweep and dust			
15. Take care of my brother and sister			
16. Ride a bicycle			
17. Help my classmates			
18. Help my parents			
19. Help my teachers			
20. Ice skate			
21. Slide on my sled			
22. Play a musical instrument			
23. Write stories			

Checklist (Cont'd)

What can I do?	Very Well	Pretty Well	Not so good
24. Write poems			
25. Write sentences			
26. Paint or draw pictures			
27. Math			
28. Science			
29. Social Studies			
30. Read stories aloud			
31. Read stories silently			
32. Read library books			
33. Learn spelling words			
34. Use a dictionary			
35. Make maps			
36. Read maps			
37. Work out problems through reasoning			
38. Work with my hands			
39. Work with others			
40. Work alone			

	Very Often	Not Very Often	Not At All
1. I think about my good habits			
2. I think about my bad habits			
3. I like to talk			
4. I like to make others happy			
5. I like to help others			
6. I like others to help me			
7. I like to tease others			
8. I earn my own money			

Appendix 2

CONCEPT: #2 Persons have to be recognized on having dignity and worth.

OBJECTIVE:
A. Accept that people bring dignity and worth to their job.
B. Appreciate the manner in which work may provide the opportunity for the individual to enhance his dignity and worth.

LEARNING OUTCOME: Through his actions, the child will show that he values the dignity and worth of others.

INTERVIEWERS' GUIDE
QUESTIONS STIMULATE INTERACTION

1. What do you do on the job? (Children are interested in showing how school-taught skills fit in with real work.)

2. Why did you take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want a change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are people with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? of losing a lot of money quickly?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

CONCEPT: #3 An understanding of self is important throughout life.

OBJECTIVE: B. Understand that there is a continuous interaction between ones knowledge and acceptance of self and his emerging life style.

LEARNING ACTIVITY:

Check the column which best describes you

	Always	Almost Always	Sometimes	Almost Never
1. Kind				
2. Neat				
3. Friendly				
4. Afraid				
5. Angry				
6. Show-off				
7. Helpful				
8. Happy				
9. Sad				
10. Serious				
11. Selfish				
12. Popular				
13. Jealous				
14. Honest				
15. Good sport				
16. Clumsy				
17. Shy				
18. Lazy				
19. Dependable				
20. Moody				
21. Understanding of others				
22. Easy to get along with				
23. Talkative				
24. Bossy				
25. Troublemaker				
26. Good listener				

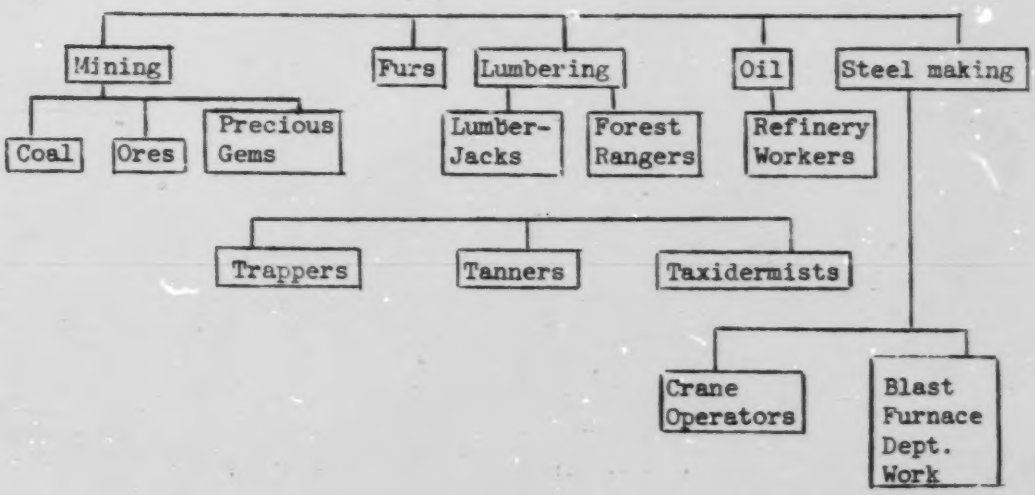
Appendix 4

CONCEPT: #4 There is a wide variety of careers which may be classified in several ways.

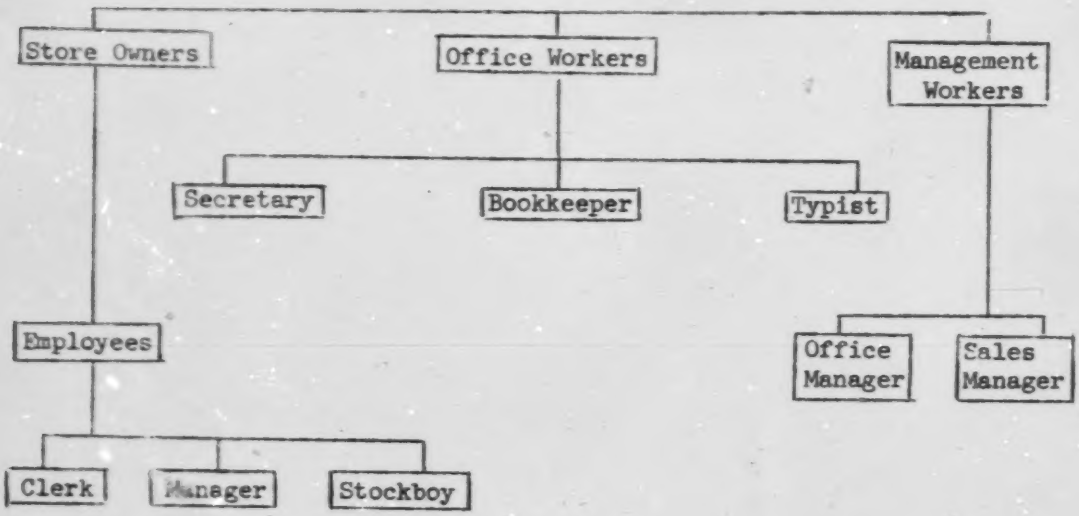
OBJECTIVE: B. Understand the various ways of classifying occupations.

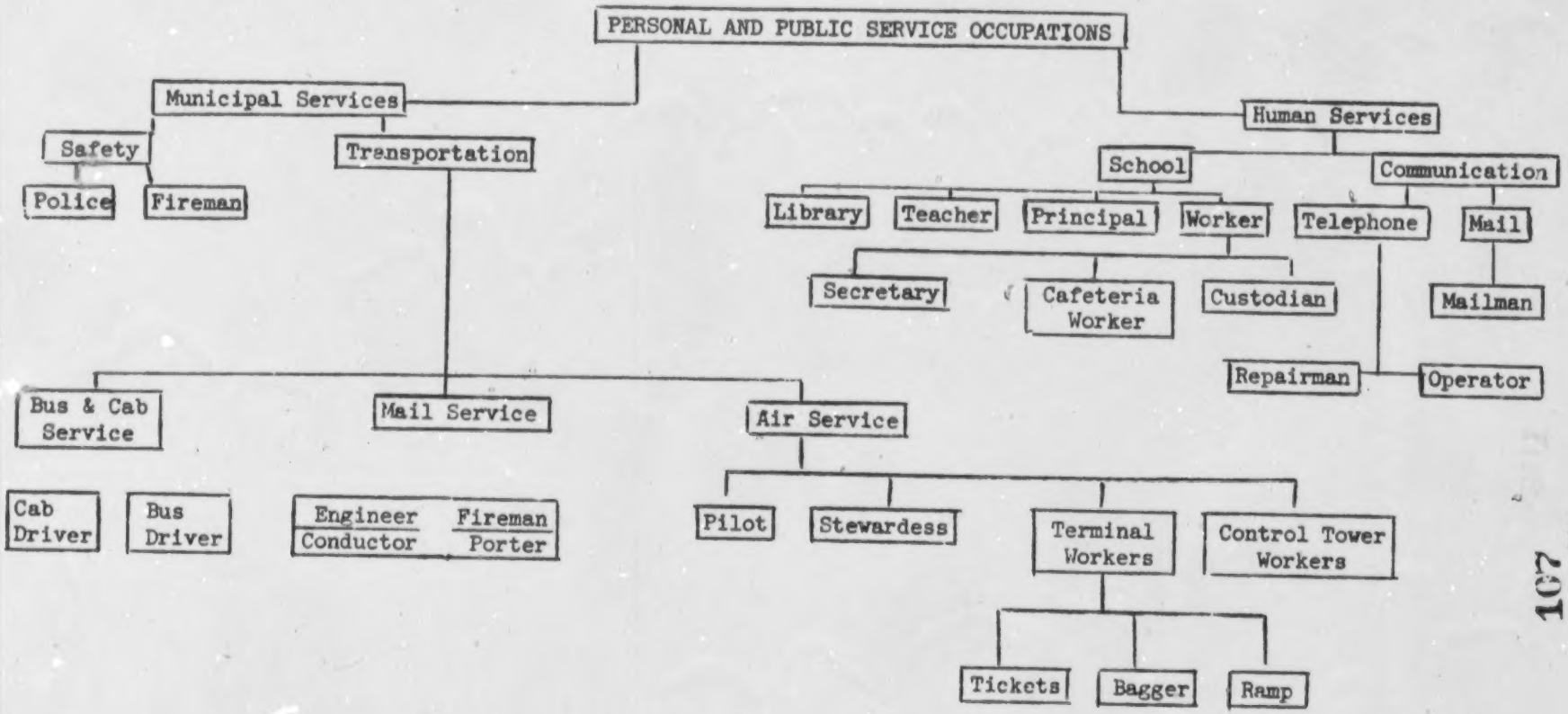
LEARNING ACTIVITY: 1

INDUSTRIAL ORIENTED OCCUPATIONS



BUSINESS, MARKETING AND MANAGEMENT




PERSONAL AND PUBLIC SERVICE OCCUPATIONS
Municipal Services
Safety
Police
Fireman
Transportation
Bus & Cab Service
Cab Driver
Bus Driver
Mail Service
Engineer
Conductor
Fireman
Porter
Air Service
Pilot
Stewardess
Terminal Workers
Tickets
Bagger
Ramp
Control Tower Workers
Human Services
School
Library
Teacher
Principal
Worker
Secretary
Cafeteria Worker
Custodian
Communication
Telephone
Repairman
Operator
Mail
Mailman

Appendix 5

CONCEPT: #4 There is a wide variety of careers which may be classified in several ways.

OBJECTIVE: B. Understand the various ways of classifying occupations.

LEARNING ACTIVITY:3 Lesson Plan: "What Will I Be."

FIRST DAY

I. Introduce filmstrip "Introduction"

You are about to see a filmstrip about people who work mainly with things with people or with ideas. After we view it, we will discuss what it means to work with things, people or ideas.

II. Show filmstrip (with record)

III. Discussion

1. In the filmstrip we saw people who chose to work mainly with things. We say they produce some type of goods. (Write produce goods at the chalk board.)
Give some examples of jobs that produce goods.
What abilities do people need to be able to work at a job that produces things? (Dexterity - use of hands, eyes, ears -- a certain amount of alertness.)

2. In the filmstrip we also saw people working with other people. We say because they work mainly with people they provide a service. (Write provide a service on the chalk board.)
Give some examples you saw in the filmstrip.
What abilities do people need to be able to work at a job that provides a service? (Friendliness, concern, patience, understanding, tact, etc.)

3. In the filmstrip some people were working mainly with ideas. (Chald board.) We say they provide data or ideas.
Give some examples.
What abilities do people need to be able to work with ideas? (Imagination, good thinking to compare, define, evaluate, and analyze.)

IV. Students will look at the want ads in a newspaper. They will cut out three ads for things, three for ideas and three for people. They will glue them on one of three charts provided. (Things, people, ideas.) Beside each ad they will print the goods, services or ideas needed.

SECOND DAY

I. Introduce filmstrip "Working with Things."

Today we will see a filmstrip about people who work mainly with things. After we view it we will discuss the types of jobs shown.

II. Show filmstrip (with record)

III. Discuss the concept that working with things produces goods and involves manual or mechanical dexterity, an interest in tools of some kind or the use of your hands.
Discuss types of jobs presented in the filmstrip.
Discuss other types.

IV. Activity

Some students will use the yellow pages of the telephone book to find jobs-that involve working with things and therefore produce goods. They will make a chart of these jobs.

Other students will draw a picture of the goods produced by one definite job. Students can make their own choice but be sure there is a variety within the class.
Example: They would draw all the things a carpenter could produce.

THIRD DAY

I. Introduce filmstrip "Working with People."

Today we will see another filmstrip. It is about people who work with other people. After we see it, we will discuss some of the jobs shown and what a person needs for this type of job.

II. Show filmstrip (with record)

III. Discussion

Discuss how working mainly with people involves some type of service. A person who is successful here usually is friendly, outgoing, and concerned about others.
Name some jobs you saw that deal mainly with these qualities.
Name some not shown in the filmstrip.

IV. Activity

Divide students in groups of four. Each group will list the services provided by the job area assigned to them.

Example: Hospital -- list all the services you can think of that is provided in a hospital.

2. In a school
3. By the Police and Fire Departments
4. City services such as garbage collection, cleaning, etc.
5. Park and Recreation Department
6. Lawyers
7. Any others you can think of

FOURTH DAY

I. Introduce filmstrip "Working with Ideas" by following the same procedure for days two and three.

II. Show filmstrip (with record).

III. Discussion

What abilities are needed by persons who choose a job that involves working with ideas? (Imagination, thought, creativity, etc.)
What were some of the jobs presented in the filmstrip?
What others can you think of?

IV. Activity

Children will discuss the types of ideas produced by the following:

1. Television writer
2. Architect
3. Landscapist
4. Cartoonist
5. Interior decorator
6. Artist in advertising
7. Photographer
8. Fashion Designer
9. Space scientist
10. Newspaper reporter
11. Pinter of still life, landscape, etc.
12. Automobile designer
13. New toy designer
14. I.B.M.

CULMINATING ACTIVITIES

1. Being a parent involves providing goods, services and ideas for the family. Discuss the results of your mother's (father's) work at home.

   Mother:

   a. baking a cake - "goods"
   b. scrubbing the floor - "service"
   c. Discussing a son or daughter's problem - "idea"

2. List all the jobs that must be performed to publish a book. After the list is completed the children will classify the jobs and their end results into the three categories: goods, services, ideas. (Jobs related to social studies or science could also be used.)

3. The students will discuss what kind of society we would have if all workers produced goods --- produced services --- produced ideas.

4. Discuss what a person might do if he or she desired a certain job but did not have the abilities needed or if the job market had a low demand. (The could use it as a hobby to fulfill their life style.)
   What jobs can be a job or a hobby? (Fishing, photography, painting, carpenter, etc.)

Appendix 6

CONCEPT: #5 Work means different things to different people.

OBJECTIVE: A. Understand that there are various ways of describing the meaning of work and realize that work has different meanings for individuals.

LEARNING ACTIVITY: 1

ACTIVITY LIST

1. Fishing
2. Playing baseball
3. Swimming
4. Sewing
5. Playing piano
6. Gardening
7. Knitting
8. Drawing
9. Making pottery
10. Taking pictures
11. Hunting
12. Riding a horse
13. Training animals
14. Racine cars
15. Wood working
16. Writing stories
17. Dancing
18. Flying
19. Scuba diving
20. Talking

Appendix 7

CONDEPT: #6 Education and work are interrelated

OBJECTIVE A. Realize that different kinds of work require varying degrees and types of educational preparation.

LEARNING ACTIVITY: 4

SCHOOL SUBJECTS AND JOBS

	Speech	English	Math	Science	Soc. Studies	Art	Music	Other
Carpenter								
Sales Person								
Lawyer								
Dental Technician								
(Fill in other job)								

Make code entries on chart

Code:

E - Essential — Subject matter is absolutely necessary for success in the job or for the completion of educational requirements for the job.

I - Important — The subject matter is important to success on the job, although it may not always be an absolute requirement.

U - Useful — The subject is very useful for the job and is usually directly related.

S - Somewhat Useful — The subject is somewhat useful for the job.

Appendix 8

CONCEPT: #6 Education and Work are interrelated.

OBJECTIVE: A. Realize that different kinds of work require varying degrees and types of educational preparation.

LEARNING ACTIVITY: 16

School Employment Service

The school has numerous jobs that students normally perform, such as school patrol, audio-visual aides, and library helpers.

The school should design an application blank to be used by interested students that will include information such as the following: name, grade, address and telephone, birthday and birth place, person to notify in case of emergency, job applying for, student's qualifications, prior job experience, references, grades on last report card, and finally the child's signature. Also, a committee of students could be trained to interview job applicants, with final approval by the faculty. Notification of jobs available can be made by poster, school paper, or announcements. Notices should tell how and when to apply for the desired school job.

After a school has a workable system in operation, probationary and dismissal forms may need to be added. Emphasis should be placed on the fact that the student has total responsibility for keeping or losing the job. If a student must be dismissed, he should be told the reason for termination. Rewards for outstanding performance may be given in the form of reports or badges.

APPENDIX 9

CONCEPT 1: Understanding of self is important throughout life.

ACTIVITY 1: Page 50

ACHIEVE

1. In school others expect me _____
2. My classmates think I'm great when _____
3. I feel great when _____
4. The best thing I've ever done in school _____
5. On the playground I'm good at _____
6. I'm great at home when _____

RECOGNITION

1. I like it when others tell me _____
2. One time I received a wonderful _____ from _____
   for _____
3. I like myself when _____
4. I am needed most when _____

UNDERSTANDING

1. The person who understands me the most is _____ because
   _____
2. I am _____
3. When I act _____ I expect my classmates _____
   _____
4. When I don't get along with others I expect them _____
   _____
5. If others really knew me, they would know I'm _____

LOVE

1. My classmates like me when _____

2. I like it when boys and girls at school _____ me

3. I'm happy when my parents tell me _____

4. I know my parents love me because _____

5. I like myself best when _____

6. The person who likes me most is _____ because _____

_____

Write a story about you. It doesn't have to be a true story. In your story you can be the hero (heroine).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

UNIT PLAN
by
Charles Leonard - Lee Mulder

LEVEL: 3 & 4

SUBJECT: Health

CONCEPT: Work means different things to different people.

MATERIALS: Filmstrips and records: "Just What Do Mothers Do?"
"What Else Do Fathers Do?"
Prepared sheets for role playing
Prepared sheets for the illustrations

PROCEDURES:

1. Show the filmstrips "Just What Do Mothers Do?" and "What Else Do Fathers Do?"

2. Select 2 sets of four better students to prepare a role playing situation dealing with the problem of one member of a family refusing to work. Give the members of these small groups the sheet explaining the problem so that the other children are not aware of what they are to prepare. Send these children to the learning center to work.

3. Discuss the following questions with the remainder of the class.

   a. What are the jobs that your mother does at your home?
   b. What jobs are your father's responsibility?
   c. What do you do at home?
   d. What does your brother or sister do at home?
   e. What would happen if your mother refused to work?
   f. What would happen if your father refused to work?
   g. Who would take over the jobs that were done by your father?
   h. What would happen if you refused to do your jobs at home?

4. Explain to the class that they are going to illustrate one job done by their father, mother, themself and either a brother or sister.

5. Distribute the prepared sheet and children should begin drawing.

6. After a short time, discuss the fact that some children may have one box empty and that other members of the family are going to need to take on these responsibilities.

7. Near the end of the period, have the children who were role playing give their situation.

EVALUATION: Did the child illustrate various jobs for mother, father, brother, or sister and self?
Did some of the children participate in a role playing situation?

UNIT PLAN
by
Charles Leonard - Lee Mulder

LEVEL: 3 & 4

SUBJECT: Health

CONCEPT: Individuals differ in their interests, abilities, attitudes, and values.

OBJECTIVE: The children will view a filmstrip and take a personal inventory of likes, dislikes, ability, and feeling.

MATERIALS: Filmstrip "Who Do You Think You Are" (from library.)
Personal Inventory List (from Career Development Curriculum Guide, Appendix A, p. 95)

PROCEDURES:
1. The teacher will show the filmstrips "Who Do You Think You Are", parts I, II, and III. After each section, stop and discuss the ideas presented.

2. The teacher will distribute the personal inventory check list. Read the list and have the children check it. If time permits, discuss and compare the lists.

EVALUATION: Did the children view the filmstrip "Who Do You Think You Are" (parts I, II, and III) and complete the personal inventory list?

UNIT PLAN
by
Charles Leonard - Lee Mulder

LEVEL: 3 & 4

SUBJECT: Health

CONCEPT: Individuals differ in their interests, abilities, attitudes, and values.

OBJECTIVE: After viewing a filmstrip dealing with individual differences, the child will be able to compare in writing how the child is different from when he was younger and when he is older.

MATERIALS: Filmstrip with record, "Accepting Differences," and activity sheet

PROCEDURE:

1. Teacher will make up a riddle dealing with the physical characteristics of one of the children. The children will guess who the teacher has described. The teacher will then briefly discuss the fact that every person has physical and personality differences that make him a unique individual. Discuss the acceptance of individual differences.

2. Show filmstrip, "Accepting Differences." Briefly discuss with the children.

3. Point out that as a person gets older, he or she changes, so that they are different from what they used to be and will be different from what they are now. Use your own experiences and other children's as examples.

4. Distribute activity sheet, discuss sub-titles and have the children independently complete the sheet. Near the end of the period have a few children read their papers.

EVALUATION: The completed activity sheet comparing a child's experiences when he was younger and when he will be older.

UNIT PLAN
by
Charles Leonard - Lee Mulder

LEVEL: 3 & 4

SUBJECT: Health

OBJECTIVE: After viewing a filmstrip the child will be able to write their solution to a problem dealing with keeping a promise. The child will be able to discuss the importance of being considerate to others.

MATERIALS: Filmstrips and cassettes, "Learning to Keep a Promise" and "Consideration of Others"
Activity sheet

PROCEDURE:

1. Elicit from the class the definition of a "promise". Discuss with the class the importance of keeping a promise. Discuss how one feels when a promise is not kept.

2. Show filmstrip - "Learning to Keep a Promise."

3. Distribute the activity sheet. Read the problem situation to the class. Have the children write their solution to the problem while the teacher changes the filmstrip and cassette.

4. Review the problem situation and have various children read their solution.

5. Show the filmstrip - "Consideration of Others."

6. After the filmstrip, discuss the importance of being considerate.

EVALUATION: Did the child write a solution to the problem situation?
Did the child disucss the importance of being considerate?

UNIT PLAN
by
Charles Leonard - Lee Mulder

LEVEL: 3 & 4

SUBJECT: Health

CONCEPT: Work means different things to different people.

MATERIALS: Activity sheet #1, crayons
Filmstrip, "Why Do People Work"

PROCEDURE:

1. Write the word work on the board in colored chalk. Have the children explain what the word means to them. Tell them work can mean different things to adults also.

2. Ask the children the reason why people work. Tell them to think about the reasons as they view the filmstrip "Why Do People Work?"

3. Show the filmstrip, then briefly discuss its contents. Then ask the children what they like to do in their spare time. Point out that what they consider "play" can be work to another person. Introduce the work "recreation". Ask a boy what he does for recreation. Point out what he considers to be fun can be work to someone else. (Ex., football; fun and professional player)

4. Distribute activity sheet. On one side of the sheet will be the word "work", on the other "recreation". Have the children draw what they might do at the specified activity in terms of recreation; then what might happen if they earned a living at the activity. Help the children as needed.

EVALUATION: Did the children complete the activity sheet?

UNIT PLAN
by
Marianne Sankey - Cynthia Kayon

LEVEL: 3 (other primary grades)

SUBJECT: Social Studies

CONCEPT: Understanding of self is important throughout life.

OBJECTIVE: Learning Outcome

The children will have a better understanding of importance and recognizing their own strengths and limitations.

Ideas from Career Development Guide

PROCEDURE:

1. The children will complete a check list of strengths and weaknesses related to physical activities, school subjects, free time activities and job performance.

2. The teacher can administer the interest inventory, "What I Like To Do".

3. Topic for paragraph "Who Am I?" Children should write about interests, abilities, including physical, intellectual, social and emotional characteristics and aspirations.

4. The children could write their autobiographies in book form including pictures, photographs, abilities and interests.

5. The children will draw an accurate self portrait, the child may also draw himself in relation to his whole family.

6. Children could develop a bulletin board about "Who Am I?"

   My Abilities and Interests

   a. Combine drawings and writings
   b. A cartoon by each child showing what he likes to do.

7. The children will write a paragraph using one of the following titles:

   a. "The Great Me"
   b. "I'm Really Great At..."
   c. "I'm Important to My Family"

8. Show Who Do You Think You Are? Set of fimstrips and cassette tapes (Learning of individual identities through personal facts and figure, actions and feelings.)

9. Children will work in pairs and will discuss or write "How I Am Different From..."

10. Children compare, through discussion or writing:

    a. "How I am different form...when I was little"
    b. "How I will be different when I am older"

LEVEL: 3

SUBJECT: Social Studies (Cont'd)

EVALUATION: Children will study different people from Black, Indian, Mexican-American, as well as white ethnic backgrounds and learn how they have contributed to brotherhood and freedom for all.

1. Study of biographies of famous Black Americans (ex., Fredrick Douglass, Harriet Tubman, Martin Luther King, etc.) Library has filmstrips, (records) tapes as well as book resources.

2. Study of Indian Americans

   a. Use of filmstrip, Parts 1 & 2
      American Indians
   b. Ask Mr. Belisle to come and talk about Indians.
   c. Tapes, cassettes about Indians

3. Mexican-Americans Filmstrip

   a. Ask resource person of Mexican descent to come and talk to children (contact Rose Agulian).

4. Look up famous Indian and Mexican-American Biographies in library, as well as Black Americans.

5. Study lives of Abraham Lincoln, J. F. Kennedy, L. B. Johnson, people who contributed to improve brotherhood in our country.

6. Other ethnic groups: Filmstrips in library; Germans, Irish, Italians, Orientals, Jews, Purerto Ricans.

UNIT PLAN
by
Margaret Nank

LEVEL: 5

SUBJECT: Social Studies Workshop of United States and Canada

CONCEPT: Individuals differ in their interests, abilities, attitudes and values.
Persons need to be recognized as having dignity and worth.
There is a wide variety of occupations which may be classified in several ways.
Education and work are interrelated.

OBJECTIVES:
1. Understand the interdependence of people.
2. Respect the contributions of individuals.
3. Appreciate the value of education and hard work.
4. Adjustment as a member of a group.
5. Individuals differ in interests, abilities, attitudes, and values.

PROCEDURES:
1. The children will develop some understanding of a major industry in their own area.
2. The children will be aware worker cooperation is necessary.
3. The children will be aware of the many jobs involved in the completion of a product.
4. The children will realize they are like and different from others.

I. Discuss things necessary for the growth and development of industry.

A. Capital

B. Raw material

C. Power

D. Transportation

E. People

1. Labor
2. Management
3. Consumer

II. Visit an industry having an assembly line where interdependency is essential.

A. Cooper - Kenosha

B. General Motors - Janesville

LEVEL: 5

SUBJECT: Social Studies Workshop of United States and Canada (Cont'd)

C. Nestles - Burlington

D. American Motors - Kenosha

1. List kinds of jobs

a. Education needed for each
b. Training required
c. Number of people needed for each job

2. Materials used

a. Where it came from

(1) Identify areas on maps
(2) Note the topography

b. Industries depended upon

3. Number of people employed

a. How many hired each year
b. How many fired

(1) Basic reasons for loss of jobs
(2) How many for incompetency
(3) How many for product change

4. Goods sold in the United States
5. Goods sold in the World
6. Contributions to economy

a. Payroll
b. Materials purchased
c. Products sold

III. Send letter to parents stateing objectives and plans

IV. Arrange publicity of project in local newspaper

V. Set up and run an industry

A. Elect officers

1. President
2. Vice-President
3. Secretary-treasurer

a. Qualifications

(1) Ability to lead
(2) Ability to make decisions
(3) Good in math

(4) Good in communication skills
(5) Good readers
(6) Good workers
(7) Honest and fair
(8) Helpful

b. General duties

(1) Decide on product
(2) Design and print stock
(3) Sell stock

(a) For capital with which to purchase materials
(b) Collect and record income

(4) Decide on materials needed
(5) Purchase materials
(6) Determine kinds of jobs needed
(7) Set up qualifications for each job
(8) Devise job application forms
(9) Interview applicants
(10) Hire workers
(11) Assign jobs
(12) Supervise work

(a) For quality
(b) For work habits
(c) Fire and replace workers as necessary

(13) Pay workers
(14) Collect money for product
(15) Pay all bills
(16) Figure profit or loss
(17) Divide profit or loss among shareholders
(18) Redeem stock

B. Workers

1. Check job listing
2. Make out application

a. Consider qualifications

(1) Ability in math
(2) Ability in reading
(3) Communication skills
(4) Ability to use tools
(5) Previous experience
(6) Physical dexterity
(7) Physical strength

b. Consider interests

(1) Like very much
(2) Like
(3) Dislike
(4) Dislike intensely

3. Take job assigned

a. Do work well
b. Be on time
c. Make good use of time
d. Work every day

4. Fill out time card each day
5. Obey bosses and inspectors
6. Accept change of jobs when need arises
7. Share labor saving ideas
8. Train new workers
9. Help sell product

VI. Evaluate operation

A. Advantages of the assembly line

B. Disadvantages of an assembly line

C. How was each job dependent on another?

D. Did the workers work together?

E. What skills learned in school were helpful?

F. How many jobs were needed in the industry?

G. How did individuals differ in skills?

H. In what way were individuals alike?

I. What things made the operation a success or failure?

J. What things needed changing and how would you change them?

K. Would all the jobs be needed ten years from now?

L. Was there any job you did that you liked or disliked? Why?

M. Did one job appeal to you and then lose its appeal?

N. Do most jobs have both advantages and disadvantages?

O. What did you learn from this experience?

LEVEL: 5

SUBJECT: Social Studies Workshop of United States and Canada (Cont'd)

Goodland School
Racine, Wisconsin
April 2, 1973

Dear Parents:

No doubt by now many of you have heard that the fifth grade will be operating factories in the coming few days. These factories are a project of the unit we are currently studying in social studies, "Workshop of the United States and Canada."

To gather working capitol our factory is selling stock to all members of the room willing to risk up _____ in our company. Any profits (or losses) will be divided on a per share basis.

We in room _____ will be making _____.
We are allowing each child to take orders for a limit of _____.

For their work the labor force will be compensated a token wage of ____ per hour, paid by check by our paymaster. The management of our company will be paid a salary.

Please understand that this is not intended to be a fund raising project for the fifth grade. Rather we hope by this means to introduce your children to the complexities of our modern industrial system. We welcome your opinions, pro or con, on the project.

Thank you for your cooperation.

Yours truly,

The fifth grade team

UNIT PLAN
by
Margaret Nank

LEVEL: 5

SUBJECT: Language Arts

CONCEPT: Persons have to be recognized as having dignity and worth. Occupations exist for a purpose.

OBJECTIVES:
1. Accept that people bring dignity and worth to their job.
2. Occupations develop from social needs and contribute to the advancement of society.
3. Appreciate the manner in which work may provide the opportunity for the individual to enhance his dignity and worth.

PROCEDURES:
1. Children will value the dignity and worth of others.
2. Children will realize that jobs contribute to making our life better and easier.

I. The children will develop questions for interviewing

A. Sample Questions[1]

1. What do you do on the job? (Children are interested in showing how school taught subjects and skills fit in with real work.)
2. Why did you take this job? Did others agree with your thinking?
3. What tools do you use? Is there a special way of talking about your work?
4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?
5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?
6. Who depends upon your work? Upon whom do you depend for your work?
7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want a change?
8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day even people who are crabby and ill-mannered?
9. What inventions could put you out of work?
10. Are people with your kinds of skills usually needed - even though business may be bad? Is your kind of work seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?
11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

[1] Questions Stimulate Interaction, Able Model Program, Northern Illinois. DeKalb, Illinois P. 111-112.

12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? Of losing a lot of money quickly?
13. When does your boss compliment you? (Or when do you compliment your employees?) When are people fired?

II. The children will interview some member of his household.

III. The children will write the interview.

IV. The children will practice the interview with a classmate.

V. Puppets may be used to role play

A. Develop in art class

B. Paper mache over balloons

1. Paint faces
2. Add yarn or other suitable material for hair
3. Make appropriate clothes

a. May do at home
b. May get help from parents

C. Make a puppet theater

1. From a refrigerator or television crate
2. Cut hole
3. Paint exterior

VI. Role play

A. Use puppets

B. Work in teams

1. Interviewer
2. Person being interviewed
3. Panel discussion
4. Simulate television programs

VII. Evaluation

A. List all jobs presented by the children

1. List contributions made by each
2. Group jobs which help us

a. Often
b. Occasionally

3. Discuss the pleasant and unpleasant features of each job.

LEVEL: 5

SUBJECT: Language Arts (Cont'd)

VIII. Show one or more films[1]

A. F-331-9, Jobs in the City - Construction

1. Features general foreman, office manager, crane operator, concrete worker, carpenters, electricians, plumbers, etc.
2. Color - 9 minutes

B. F-331-10, Jobs in the City - Medical and Health

1. Includes ambulance attendants, registered nurse, doctor, medical technologist, x-ray technician, admissions officer, dietician and food services worker, practical nurse, anaesthetist, surgical nurse, inhalation therapist, physical therapist and volunteer workers.
2. Color - 15 minutes

C. F-331-12, Jobs in the City - Distribution

1. Centers on the work of the truck driver, warehouse worker and retail salesmen in the distribution of goods
2. Color - 10 minutes

D. F-331-13, Jobs in the City - Manufacturing

1. Shows how an assembly line works, why mass production is important, and why a job is important to all other workers.
2. Color - 11 minutes

E. F-331-14, Jobs in the City - Services

1. Occupations include bus driver, bowling alley employees, theater employees, repairmen, service station operators, laundry employees.
2. Color - 11 minutes

F. F-331-15, Jobs in the City - Women at Work

1. Workers include a newspaper printer, physician, computer key punch operator, bank teller, pilot, mathematician, aircraft executive, realitor, TV commentator, fashion artist, etc.
2. Color - 11 minutes

G. F-331-16, Jobs in the City - Mass Media

1. Explores a variety of jobs in radio, television, newspapers, advertising agencies including both technical and creative skills.
2. Color - 11 minutes

[1] Available at Instructional Materials Center, Racine.

UNIT PLAN
by
Margaret Nank

LEVEL: 5

SUBJECT: Language Arts

CONCEPT: Education and work are interrelated.

OBJECTIVE: Realize that different kinds of work require varying degrees and types of occupational preparation.

PROCEDURES: The children will begin to develop an understanding that varying degrees and kinds of education and training are necessary for particular jobs.

I. The children will list the jobs recorded in their interviews

   A. Put these jobs on the bulletin board

   B. List the training and education necessary for each job

II. The children will make a chart showing the relationship of school to the jobs

III. The children will use the help wanted ads from their local newspaper

   A. List jobs that state requirements

      1. Those that require high school graduation
      2. Those that require education or training beyond high school
      3. Those with age requirements
      4. Those for which on the job training is offered

IV. Choose a well known person

   A. Write about or discuss their educational background

   B. Write about or discuss the training that was required

V. Each child should choose a job he would like to do

   A. Tell how school will help him prepare for the job

   B. Tell what he can do to prepare himself for the job

   C. Discuss why school is important

   D. Discuss what we can do to get more out of school

VI. The children will evaluate their own characteristics, weaknesses, and strengths and relate them to the work

LEVEL: 5

SUBJECT: Language Arts (Cont'd)

VII. Show the filmstrip 35-2467, Foundations for Occupational Planning

A. "Who Are You?"

B. "What Do You Like to Do?"

C. "What Is a Job?"

D. "What Are Job Families?"

E. "What Good Is School?"

UNIT PLAN
by
Margaret Nank

LEVEL: 5

SUBJECT: Language Arts

CONCEPT: There is a wide variety of careers which may be classified in several ways.

OBJECTIVES:
1. Recognize there is a wide and increasing variety of occupations
2. Understand there are various ways of classifying jobs.

PROCEDURES:
1. The children will recognize there are many jobs and that many jobs have things in common and can be grouped in families.
2. The children will be able to classify occupations in various ways.

I. Children will define work
   - A. Effort in doing something
   - B. Something to do
   - C. Empliyment
   - D. Accomplishment of something

II. The children will write synonyms for work using a dictionary or thesaurus
   - A. Occupation
   - B. Career
   - C. Employment
   - D. Labor
   - E. Toil
   - F. Drudgery
   - G. Effort

III. Introduce the concept of job families
   - A. Use the clusters from the Department of Health, Education and Welfare
     1. Agri-business and natural resources
     2. Business and office
     3. Health
     4. Public Service
     5. Environment
     6. Communication and media
     7. Hospitality and recreation

LEVEL: 5

SUBJECT: Language Arts (Con'td)

8. Manufacturing
9. Marketing and distribution
10. Marine science
11. Personal Services
12. Construction
13. Transportation
14. Consumer and homemaking education
15. Fine arts and humanities

B. Why is it important to know about them?

C. Collect pictures and/or articles about jobs in each cluster

1. Do an indepth study of one of the clusters

a. Share with the class
b. List important findings on the bulletin board

2. Post all pictures and information and keep up all year

IV. Show filmstrip 35-2384, What Will I Be?

A. Introduction - Explains the concept and discusses the wide variety of jobs available

B. "Working with Things" - Discusses several occupations that are primarily working with things

C. "Working with People" - Discusses several occupations that are primarily working with people

D. "Working with Ideas" - Discusses several occupations that are primarily working with ideas

E. Found in most Racine School libraries and also at IMC

V. The children will compile a list of occupations and classify them according to: ideas, people, things

VI. The children will participate in a panel discussion

A. What kind of society would we have if all workers produced goods?

B. What kind of society would we have if all workers provided services?

C. What kind of society would we have if all workers produced ideas?

VII. What does your own community produce mainly: goods, services, things?

VIII. How do occupations differ in various sections of the United States?

A. What contributes to the variety of jobs?

1. Topography
2. Need
3. Climate
4. Minerals
5. Water
6. Raw materials

IX. List occupations that exist now that did not exist ten years ago

X. List occupations that exist today that may be obsolete ten years from now

XI. List occupations that may be totally new ten years from now

XII. Evaluation

A. Children should be able to classify a specific number of jobs under things, people, ideas

B. The children should classify their job choice under people, ideas, or things

C. The children should be able to place their own job preference in one of the fifteen job clusters.

UNIT PLAN
by
Margaret Nank

LEVEL: 5

SUBJECT: Language Arts

CONCEPT: Understanding of self is important

PROCEDURE: The children will have a better understanding of recognizing one's own strengths and limitations

I. The children will complete the self-image check list indicating how he sees himself. This can be done at the beginning of the year and again at the end so the child can evaluate his growth.[1]

II. Children will complete check list number two[2]

A. Have family complete the same checklist or

B. Have a friend complete the checklist

C. Each child will compare his evaluation of himself with that of his family and/or friends

D. The teacher will complete a check list of an imaginary child on a transparency

1. The children will analyze the imaginary child

a. Would they like him as a friend?
b. What would be his contribution to our classroom?
c. What qualities does he need to improve?

(1) How could an individual help?
(2) How could the class help?

2. The teacher will list the suggested changes

E. The children will write a paragraph on what they can do to become more like the person they would like to be

III. Write synonyms and antonyms for: ability, talent, interests, attitudes, values, dislikes

A. Use the word in a sentence about yourself

B. Use a synonym of the words in a sentence about yourself

C. Use the antonym of the words in a sentence about yourself

[1] Check list is at the end of the unit

[2] Ibid.

LEVEL: 5

SUBJECT: Language Arts (Cont'd)

IV. Children should complete the following sentences:

A. For need to achieve

1. In school others expect me -
2. My classmates -
3. I feel good when -
4. The best thing Ihhave ever done in school -
5. On the playground I am good at -
6. I am great at home when -

B. Need for recognition

1. I like it when others tell me
2. One time I received a wonderful from because
3. I like myself
4. I am needed most when

C. Need for understanding

1. The person who understands me the most is because
2. I am
3. When I act I expect my classmates
4. When I don't get along with others I expect them

D. Need for love

1. My classmates like me when
2. I like it when boys and girls at school me
3. I am happy when my parents tell me
4. I know my parents love me because
5. I like myself best when
6. The person who likes me most is because

V. Children should write a story about themselves. It doesn't have to be a true story but they should be the hero or heroine.

VI. Show film "Learning to live with others" - Dashiki film (on the library list)

VII. Use filmstrips with records[1]

A. Learning to Live with Others - Group I

1. "Learning to be Your Best Self" - 6 minutes
2. "Learning About Listening" - 6 minutes
3. "Learning What Giving is all About" - 8 minutes
4. "Learning to be Responsible" - 7 minutes

[1] Worksheets follow unit

LEVEL: 5

SUBJECT: Language Arts (Con'td)

B. Learning to Live With Others - Group II

1. "Learning to Trust People" - 7 minutes
2. "Learning to Keep a Promise" - 7 minutes
3. "Learning About Patience" - 8 minutes
4. "Learning to Live Up to Mistakes" - 8 minutes

LEVEL: 5

SUBJECT: Language Arts (Cont'd)

CHECKLIST

Read each phrase below then check the column which best tells how well you can do each.

Ability	Very Well	Pretty Well	Not so Good
1. Play kickball			
2. Play baseball			
3. Play football			
4. Jump rope			
5. Run			
6. Swim			
7. Dance			
8. Keep myself neat and clean			
9. Keep my room neat and clean			
10. Keep my desk neat and clean			
11. Help around the house			
12. Iron clothes			
13. Wash dishes			
14. Sweep and dust			
15. Take care of my brother and sister			
16. Ride a bicycle			
17. Help my classmates			
18. Help my parents			
19. Help my teachers			
20. Ice Skate			

LEVEL: 5

SUBJECT: Language Arts (Cont'd)

Ability	Very well	Pretty well	Not so good
21. Slide on my sled			
22. Play a musical instrument			
23. Write stories			
What can I do?			
24. Write poems			
25. Write sentences			
26. Paint or draw pictures			
27. Math			
28. Science			
29. Social Studies			
30. Read stories aloud			
31. Read stories silently			
32. Read library books			
33. Learn spelling words			
34. Use a dictionary			
35. Make maps			
36. Read maps			
37. Work out problems through reasoning			
38. Work with my hands			
39. Work with others			
40. Work alone			

LEVEL: 5

SUBJECT: Language Arts (Cont'd)

CHECKLIST

Check the column which best describes you

	Always	Almost Always	Sometimes	Almost Never
1. Kind				
2. Neat				
3. Friendly				
4. Afraid				
5. Angry				
6. Show off				
7. Helpful				
8. Happy				
9. Sad				
10. Serious				
11. Selfish				
12. Popular				
13. Jealous				
14. Honest				
15. Good sport				
16. Clumsy				
17. Shy				
18. Lazy				
19. Dependable				
20. Moody				
21. Understanding of others				
22. Easy to get along with				
23. Talkative				
24. Bossy				
25. Troublemaker				
26. Good listener				

UNIT PLAN
by
Rosemary Steimle - Dan Melbye

LEVEL: 5

SUBJECT: Social Studies & Language Arts

CONCEPT: Understanding of self is important throughout life.

MATERIAL: Filmstrip Series - "Learning to Live With Others" Group II
IMC #35-2363+

"LEARNING TO BE YOUR BEST SELF"

OBJECTIVES:

1. The students will view the filmstrip and listen to the record and will discuss five discussion questions listed in the manual.
2. The students will write on a sheet of paper three talents or abilities they have, as they think about their accomplishments today.
3. Each day, for four days, until the second filmstrip showing, the students will add to their personal sheet of talents and abilities.
4. Starting the third day, the teacher will put up a bulletin board in the room of talents and abilities and will have each students' name in large letters and abilities and talents listed below or around the name.

PROCEDURE:

1. Teacher asks the following questions:
   a. Have you ever wished you were someone else?
   b. Who did you want to be?
   c. Why did you want to be someone other than yourself?
2. Teacher says: "We're going to see a film about a boy who tried to be someone else. Let's see what happened."
3. Show the filmstrip and listen to the record.
4. Lead a discussion of the following:
   a. In the filmstrip story, why do you think John <u>really</u> wanted to be a baseball player?
   b. Can you think of a time recently when you wanted to do somethink just because a friend of yours was doing it? What was the result? How did it make you feel?
   c. Why do you think John got so angry at his friend Randy when he didn't make Little League? Why did John say, "He thinks he's better than I am?"
   d. John Fremont said that it's not easy to be yourself. What do you think he meant?
   e. In the filmstrip, John's mother tells him, "Each one of us has been given different talents and abilities. Every person has something special to offer." How can a person find out what talents and abilities he has?

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

5. Give each student a sheet of paper and have him or her write three abilities or talents they think have, based on what they have done today.

6. Teacher collects papers each day and return them to be expanded each day.

7. Third day begin the bulletin board, try to make comments positive for example: "If the best ability is fighting, how can this be put into a positive form."

"LEARNING ABOUT LISTENING"

OBJECTIVES:

1. Students will view filmstrip and listen to record "Learning About Listening."

2. Students will discuss questions listed below.

3. Each day for four days students can keep a record of three things they learned by listening to others (classmates, parents, relatives, but not teachers or television) and where they learned these things.

PROCEDURES:

1. The teacher introduces the filmstrip which will be about listening.

2. Show filmstrip and listen to the record.

3. The teacher can ask the following questions:

   a. Can someone summarize what the film was about.
   b. Does a person who wants to be good at something have to listen first to find out how it is done?
   c. After you learn something, should you continue to listen to others to improve yourself?
   d. Do you think pro football, basketball, or football

      (1) Coaches (continual self improvement)!
      (2) Films (to learn mistakes and how to improve their game)
      (3) Other players (to learn from each other so as to work better as a team)

   e. Do you think professional players yell at each other when someone makes a mistake? (They discuss their mistakes and listen to learn all they can to improve themselves).
   f. What about prize fighters like Mohamed Allie or Joe Frzer. Would they listen to different people?

      (1) Trainers
      (2) Managers
      (3) Investors
      (4) Friends

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

4. Teacher can ask the following questions and the students write their answers on a sheet of paper.

   a. Suppose you were in an airplane and the pilot was hurt and could no longe fly the plane. You have no parachute. What would you do.
   b. Can you think of a time when you should have been listening instead of doing the talking?

5. For the next four days the students will keep a record of what they learned by listening.

6. Students could also make a list of jobs or situations where listening is very important. For instance: if you are a waitress it is very important that you get the customers correct order; or if you are a nurse you give the correct medicine that the doctor told you to give.

"LEARNING WHAT GIVING IS ABOUT"

OBJECTIVES:

1. The students will view the filmstrip and listen to the record "Learning What Giving is all About".
2. The students will participate in a small group discussion to critique the concept of giving as presented in the film and to express their concept of giving.
3. The students will keep a daily journal writing to explain how they gave and now they observed others giving.

PROCEDURE:

1. Teacher introduces filmstrip:

   a. This filmstrip will try to show you what giving is all about.
   b. After we view it we will talk about the parts that seemed true and about the parts that did not seem true.

2. Show filmstrip and listen to record.

3. Small group discussion:

   a. Place students in groups of five. (Be sure every group has a student who can keep the discussion moving.) Appoint a secretary in each group.
   b. Distribute one question guide to each group leader.
   c. Explain that a small group discussion gives everyone a chance to say what they wish and everyone listens as one person speaks.
   d. Leader directs the discussion.

   Questions:

   1. What parts of the film seem true to life?
   2. What parts of the film did not seem true to life?
   3. If you were to make a film about giving, what kind of giving would you tell about?
   4. When is giving really giving?

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

4. Student will discuss above questions for twenty minutes.

5. Students will return to large group for reporting of concepts arrived at and for further discussion.

6. Teacher will place list of their ideas on chalkboard.

7. Teacher will explain how the ideas can be used to guide them in writing a daily journal.

DAILY JOURNAL

1. Distribute journal booklets
2. Students and teacher will write one entry together as practice exercise.
3. Students will be given five to ten minutes every day to place their entry in their journals.
4. At the end of a given period of time, the students will share their journal.

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

MATERIALS: "Learning to Live with Others", 35-2363+ (Group II)

NAME_____

Below are two beginnings of a story. Finish the first story as if Joe were a responsible person. Finish the second as if Joe were irresponsible.

I. Joe was just sixteen years old and had just received his drivers license. He and his friend, Andy, wanted to go to the outdoor movie that night. Joe begged and begged his father to let him use the car. Finally, his father fave in and said, "Joe, you may use the car, but if anything happens to it, you are responsible."

Joe was very excited. He picked up Andy at 8 o'clock that evening. On the way to the movie.....

_____

_____

_____

_____

_____

_____

_____

II. (Finish the same story as if Joe were irresponsible.)

On the way to the movie..... _____

_____

_____

_____

_____

_____

_____

_____

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

MATERIALS: "Learning to Live With Others", 35-2363+

"LEARNING TO BE RESPONSIBLE"

If the following sentences tell about someone being RESPONSIBLE, write that word in the blank before the sentence. If it is about an irresponsible person, write IRRESPONSIBLE in the blank.

_____1. Jon comes to school late every day.

_____2. I brush my teeth and wash my face before bedtime.

_____3. When the garbage man comes, I have the garbage ready.

_____4. Sally always forgets to return her library books on time.

_____5. Ed's desk is as filthy as a pig pen.

_____6. Mr. Jones was late to work three times this week.

_____7. Susan forgot her lunch money every day this week.

_____8. My sister got very good grades on her report card.

_____9. I never slide down the banister because it is dangerous.

_____10. Joe forgot his book and assignment at home.

_____11. "It isn't my fault you broke your arm when I pushed you."

_____12. "I don't want to do the dishes. It's Sally's turn."

_____13. LeRoy plays with matches when his parents are gone.

_____14. Mr. Smith works very slowly when his boss isn't around.

_____15. Margaret paid for the page she tore.

_____16. Bob always kicks the ball into the street.

_____17. Mary gets poor marks because she doesn't pay attention.

_____18. Susan recopied her assignment because it was messy.

_____19. My little brother wrote on the wall with a crayon.

_____20. Jim practices his cello a half hour each day.

_____21. When Jack's father lets him use their family car, Jack races with his buddies.

_____22. When Edith takes a test, she copies from the girl in front of her.

LEVEL: 3

SUBJECT: Social Studies & Language Arts

_____23. Alex feeds his dog every night after supper.

_____24. Mr. Schmidt works two jobs so his family has enough to eat.

_____25. Mr. and Mrs. Snow cheat on their income tax so they can get money back from the government.

_____26. The surgeon saved the man's life by performing a five hour operation.

LEVEL: 5

CONCEPT: Social Studies & Language Arts (Cont'd)

FILMSTRIP: "LEARNING TO TRUST PEOPLE" Name_____

Date _____

1. Let's suppose you were a mountain climber. You are going to climb down over a high cliff to gather some rock samples. There are two people who you can choose from to hold the rope while you go over the edge. Below the two people, Robert and David, are described. Read about each one and decide which person you would choose.

   a. ROBERT - Robert is a smart boy. When he was in school he always had high grades and his work was neat and well done. Sometimes Robert would forget to do assignments and several times each year he was late to school. He seldom helped others with their school work and sometimes had problems getting along with his classmates. This was because he had a short temper and gave up easily. However, he always did his work well and was very smart.

   b. DAVID - David is not a smart boy. When he was in school he had trouble doing his school work, but he worked hard and usually completed his assignments on time. He was never late for school and always did the best he could in all his work. If he could, he always helped other children and enjoyed the friendship of his classmates. Even though David was not a smart boy, he worked hard, never gave up, and graduated from high school

   Which boy would you choose to hold the rope for you? _____

   Below explain why you would choose this boy.

_____

_____

_____

_____

_____

_____

2. Do you think everyone is created equal in their talents and abilities?

   _____ Explain why you thing this way.

_____

_____

_____

_____

LEVEL: 5

SUBJECT: Social Studies & Language Arts

FILMSTRIP: "LEARNING TO TRUST PEOPLE" (Cont'd)

4. Could Ralph really do everything better than everyone else?

5. Can you give examples of people you rely on to do things for you?

6. Suppose you are on a football team and are the quarterback. Could you play the whole game by yourself? _____ Would you have to trust others who play with you to do their part? _____ Explain.

LEVEL: 5

SUBJECT: Social Studies & Language Arts

FILMSTRIP: "LEARNING TO KEEP A PROMISE"

1. Anna's mother said, "When you keep a promise, people can rely on you, just as they rely on the sunrise every morning and the flowers every spring." Explain what you think this means.

2. Anna said, "I want people to rely on me and truse me. If they didn't, I don't think I'd be very happy." What does she mean when she says this?

3. If you had been in Anna's place, what would you have done when you discovered your puppies were worth $50 each?

4. Do you feel there are times when a person doesn't have to keep a promise? _____ Explain.

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

FILMSTRIP: "LEARNING TO KEEP A PROMISE" (Cont'd)

5. Would you want a friend who didn't keep a promise? _____ Why?

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

FILMSTRIP: "LEARNING ABOUT PATIENCE"

Read over frames 49 and 50, and discuss. Words are in guide with filmstrip.

FILMSTRIP: "LEARNING TO FACE UP TO MISTAKES"

1. Arthur said, "I lied to both of you, which is bad, and I also lied to myself, which is worse." What does Arthur mean when he says, "I also lied to myself, which is worse." How is it worse to lie to yourself?

2. Arthur also said, "Right now, I don't even like myself." Is it important to like yourself? _____ Why?

3. Do you think Arthur really won the "Great Fourth of July Turtle Race" when he lied and cheated? _____ Explain.

4. The filmstrip says that by admitting his mistake, Arthur "had won a prize that was better than any trophy." What was the "prize?"

LEVEL: 5

SUBJECT: Social Studies & Language Arts (Cont'd)

FILMSTRIP: "LEARNING TO FACE UP TO MISTAKES" (Cont'd)

Why was it better than trophy?_____

_____

_____

_____

5. Do you think that a person who admits a mistake is a weak person or a strong person? _____ Give reasons for your answer.

_____

_____

_____

_____

UNIT PLAN
by
Sue Hackbarth

LEVEL: 6

SUBJECT: Art, Language Arts

CONCEPT: 1 An understanding of self is important throughout life.

To understand that there is continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Day One: Show filmstrip: "Who Are You?: (SVE - Foundations for Occupational Planning - A778SA). Discuss the filmstrip.

The children will complete a check list of strengths and weaknesses related to physical activities, school subjects, free time activities and job performances.

The child will have the "Self-Image Check List" completed by an adult. The child will use the check list to compare with his own and to discuss the possible reasons for any different ratings in the lists.

Day Two: The children will see the filmstrip: "What Do You Like To Do?" (SVE - Foundation for Occupational Planning A778SA). Discuss, as the film suggests.

The children will write anagrams using the letters of his name. They should think of words that describe themselves.

Example: Tom - Throw
Orderly
Manager

Day Three: (and on) The children will bring in mirrors and draw a self portrait. Or another member of the class may draw him. Using this sketch the children will make puppets of themselves. Later they will use these puppets to role play various incidents.

Example: A happy time in my life...
I'll never forget the time...
I was really great the time...

Or, the guidance films can be used to role play solutions to the problems presented.

Other Activities:

1. Using the check list the children will write a paragraph answering the following question: What can I do to become more like the person I'd like to be.

2. The child can keep a diary of a trait he would like to improve.

3. Looking at a series of pictures showing people performing tasks, the children will write a paragraph telling in which picture he would feel most comfortable. He should explain how he would use his interests and abilities in that setting.

LEVEL: 6

SUBJECT: Art, Language Arts

4. The children may play a guessing game. One may describe someone in the room using personality traits - the others try to guess who it is.

5. The child will write a paragraph using one of the following titles: "The Great Me", "I'm Really Great at...", "I'm Important to my Family", "I Could Be a...".

UNIT PLAN
by
Sue Hackbarth

LEVEL: 6

SUBJECT: Social Studies, Art

CONCEPT: An understanding of self is important throughout life.

OBJECTIVE: Children will study and discuss material designed to make them aware of their individual personalities, strengths and weaknesses.

MATERIALS: Filmstrips - Singer Edu. and Training Products
"Developing Basic Values"
"Getting to Know Me"
"Learning to Live With Others" 1 & 2
Guidance booklets - Ojeman Series
Duplicated student checklist of interests (Appendix 1, Career Development Handbook)
Filmstrip series "Foundations for Occupational Planning"

TIME: 3 to 4 weeks of 30 minutes periods

PROCEDURE: Week 1

1. Using interest checklists, introduce unit as a means of finding out where students strengths (Appendix #1, Career Development Handbook).

2. Show filmstrip "Who Are You?"

3-5 Have students make paper mache puppets of themselves to be used at a later date in role playing activity.

Week 2-3

Use filmstrips from series along with guidance booklets to continue making students aware of personalities, strengths, weaknesses, and special interest.

Week 4

1 & 2 Have students role play situations that occur as daily problems between students, or teacher-student problems. Stress difference in personalities causing different solutions to problems.

3. Have discussion of how this unit may help students to see need for wide variety of careers meeting different needs in different people.

4 & 5 Use filmstrip series "Foundations for Occupational to introduce the different job families.

UNIT PLAN
by
Rosemary Steimle - Dan Melbye

LEVEL: 5 or 6

SUBJECT: Language Arts

CONCEPT: Understanding of self is important throughout life.

OBJECTIVES:

1. Students will complete a "What Can I Do?" forty-two item checklist indicating how well the believe they can accomplish physical and personal and scholastic abilities and skills.

2. Students will use the complete checklists to complete sentences telling why they are or are not good at certain physical, personal and scholastic abilities and skills. They will choose any items they wish of their checklists to complete the sentences.

   Example: "I am very good at _____ because _____.

3. Using the checklists and sentence answers, teacher and students will discuss and give reasons why they believe some people are good at certain abilities and skills. Teacher could begin with questions to get proper feedback from students.

   Example: Ability to work with others (item 34 on list)

   1. Why do some students like to work with others more than working alone?
   2. What personal qualities are necessary in order to be able to work with others?

   Role playing could also be included here.

   Example: Playing basketball (item #2)

   Two boys will dribble or bounce pass a basketball.

   1. Why are some students better at basketball than others?
   2. What qualities are necessary to be good at this sport? At other sports?

4. In writing, students will tell how they believe they became good at one ability or skill. (They choose from checklist or add one of their own.)

PROCEDURE: Day 1 -- Distribute checklists and have students complete.

Day 2 -- Return checklists and distribute analysis sentence completion sheet. Have students use their checklist to finish sentences by choosing any ability or skill they desire.

LEVEL: 5 or 6

SUBJECT: Language Arts (Cont'd)

Day 3 -- Distribute checklists and sentence completion sheets. Teacher and students choose any item on the checklist and:

a. Discuss, in terms of abilities and skills, what is necessary in order to possess a personal ability or skill.
b. Discuss how each of these qualities is acquired.
c. Discuss why some students are better than others at skills and abilities.
d. Discuss why some students are unable to possess certain qualities (abilities and skills).
e. Discuss what our attitudes should be toward those who do not possess some specific abilities and skills.

(Also read examples in objective #3)

If time permits, or for an added assignment, have students take one ability or skill from their checklist and write a short paragraph titled "How I Became Good at _____."

OR

"How I Can Become Better At_____" Here the student could spend a week or more trying to improve a skill or ability by means of the guidelines he or she set up in his paragraph.

STUDY GUIDE/WORKSHEET

Developing Basic Values - IMC #35-2359+

"Consideration for Others"

1. What does consideration mean? _____

_____

_____

2. Why is consideration for others so important? _____

_____

_____

3. Give five examples of how you can show consideration for your classmates.

_____

_____

_____

_____

_____

4. Give five examples of how you can show consideration for adults.

_____

_____

_____

_____

_____

STUDY GUIDE/WORKSHEET

Developing Basic Values - IMC, #35-2359+
"Respect for Property"

1. Give two meanings of the word "respect." _____

_____

_____

2. Give several meanings of the word "property." _____

_____

_____

_____

_____

_____

3. Why is it so important to have respect for the property of others?

_____

_____

_____

_____

4. How can we at school show respect for property? _____

_____

_____

_____

STUDY GUIDE/WORKSHEET

Developing Basic Values - IMC, #35-2359+

"Acceptance of Differences"

1. Name several ways in which people differ. _____

2. Why is it good that people are not all the same? _____

3. Write a short story about how someone who appeared to be different made a contribution that helped a whole group. _____

STUDY GUIDE/WORKSHEET

Developing Basic Values - IMC, #35-2359+

"Recognition of Responsibilities"

1. List three different responsibilities that you saw in the filmstrip?

_____

_____

_____

2. What responsibilities do you have at home?

_____

_____

_____

3. What responsibilities do you have at school?

_____

_____

_____

4. What responsibilities do you think you could handle now that you couldn't handle before? _____

_____

_____

5. What happens when people don't fulfill their responsibilities?

_____

_____

_____

STUDY GUIDE/WORKSHEET

Community Workers and Helpers, Group I, IMC, 35-2463+

"Supermarket Workers"

I. Answer the following questions:

A. Why does the city need supermarket? _____

_____

_____

B. Besides containing a grocery section, what other sections does a supermarket have? _____

_____

_____

II. Matching: Match the supermarket workers to their jobs.

A. Manager of supermarket	___ Keeps shelves stocked with groceries
B. Delivery truck driver	___ In charge of supermarket
C. Stock clerk	___ Adds up price on cash register and collects money
D. Grocery manager	___ Delivers food and other items to supermarket
E. Checker	___ Puts prices on groceries and puts them on shelves
F. Produce manager	___ Puts gorceries in bags
G. Box boy	___ Responsible for fruits and vegetables sold
H. Delicatessen worker	___ Cuts and packs meat
I. Dairy manager	___ Responsible for selling and stocking milk, cheese, eggs, and other milk products
J. Hardware clerk	___ Sells ham, salad, cheese, cooked meat, and relishes
K. Butcher	___ Sells hammers, nails and other hardware supplies
L. Soft goods and paper goods manager	___ Responsible for stocking and selling soft goods and paper products.

III. Discussion Questions:

A. Suppose your family had to produce by itself all the things you buy at the supermarket. What would it be like? What do you think would happen?

B. In a community, people depend on each other. The supermarket depends on other people too, for the things they sell. For example, whom do they depend on for these products?

apples	bread
coffee	milk
pineapples	eggs
hamburger	orange juice

STUDY GUIDE/WORKSHEET

Community Workers and Helpers, Group I, IMC, #35-2463+

"School Workers"

I. Directions: After viewing the filmstrip, fill in the blank with the word to make the sentence true.

1. Groups of people who need each other are called _____.
2. Each person has a special job in the community. That job is called a _____.
3. Your role at the present time is that of a _____.
4. Your teacher's role is to help you _____.
5. Today's schools require many _____ to make our community a good place to live.

II. Directions: Answer the following questions in a complete sentence.

1. Why does a community need schools? _____

_____

2. What is the role of the nursery teacher? _____

_____

3. Name four school workers that help at the school. _____,

_____, _____, _____.

4. What is the role of the school doctor and dentist? _____

_____

5. If you become ill or hurt at school, to what school worker would you go? _____

_____

6. What is the role of a trade school teacher? _____

_____

7. What are parents, college students, and high school students called who give children extra help with their studies? _____

_____

8. Who taught children to read when the community was too small to have a school? _____

_____

III. Directions: Write a paragraph that will explain your answer to the following question.

We learn many things in school, but we learn things in places other than school. Tell what kinds of things you have learned at home and in your neighborhood.

_____

_____

_____

_____

_____

_____

_____

STUDY GUIDE/WORKSHEET

Community Workers and Helpers, Group I, IMC, #35-2463+

"Library Workers"

Answer these questions:

1. What is the librarians' job? _____

_____

2. Is the librarian the only person in the library that helps us? _____

What do these people do?

3. The head librarian? _____

4. The children's librarian? _____

5. The reference librarian? _____

6. A clerk might _____

7. What is a book mobile? _____

_____

Why do we have them? _____

_____

8. What are good library manners? _____

_____

9. How could you help in your own school library? _____

_____

10. The filmstrip says, "The library can be the most exciting place in town." What do you think it means by this? Write a paragraph.

_____

_____

_____

_____

_____

11. Choose one kind of a library and tell why it is important; a business library, town, or school library.

STUDY GUIDE/WORKSHEET

Community Workers and Helpers, Group I, IMC, #35-2463+

"Doctor's Office Workers"

Answer these questions:

1. Where else besides the doctor's office could the doctor and nurse be of service to a community? _____

_____

2. Which of the workers in a doctor's office would you rather be? _____
Why? _____

True and False:

_____1. A job is called a role.

_____2. Doctors can help you all on their own.

_____3. A laboratory technician tests blood.

_____4. X-ray technicians do not help doctors.

_____5. Doctor's most important helpers are nurses.

_____6. Nurses have to go to college.

_____7. Medical assistans do not have to go to college.

_____8. The doctor is the first person you see in the doctor's office.

_____9. A doctor's tools must always be clean.

_____10. Some shots are called immunizations.

Write the answers:

1. How does the doctor help us to take care of our bodies? _____

_____

_____

2. How does the receptionist help the doctor? _____

_____

_____

"Doctor's Office Workers" (Cont'd)

3. How does the bookkeeper help the doctor? _____

_____

_____

4. Would a country doctor have nurses, x-ray technicans, laboratory technicians, custodians, bookkeepers, secretaries, and a receptionist? _____ Would a city doctor have most of these helpers? _____

5. What is a clinic? _____

_____

_____

STUDY GUIDE/WORKSHEET

Community Workers and Helpers, Group II, IMC, #35-2464+

"Television Workers"

I. T.V. Show Workers -- Fill in the blanks with the correct T.V. show workers.

Actors	Artists	Makeup man
Director	Painters	Costumer
Dancers	Musicians	Lighting engineers
Cameramen	Sound engineers	

1. _____ and _____ work on the T.V. scenery.
2. The _____ is the person in charge in the television studio.
3. The _____ puts makeup on actors and dancers so they will look natural under bright lights.
4. The _____ practice their dance routines and the _____ learn their lines before the T.V. show goes on the air.
5. The _____ prepares the outfits for the actors and dancers to wear.
6. The _____ spend many hours learning the special music for each program.
7. The men who get the right amount of light at the right place are called _____ _____.
8. The _____ are in charge of the video or picture part of the T.V. show.
9. The _____ _____ control the audio or sound part of the show.

II. Other Shows -- Fill in the blanks with one of these workers

Writers	Photographers
Artists	Commentators

1. To produce a cartoon, _____ think of a story and writes a script.
2. The _____ draw thousands of pictures to tell the story.
3. The _____ uses his camera to put the cartoon on film.
4. A _____ reports the news.

"Television Workers" (Cont'd)

Answer these questions.

1. What is a commercial? A sponsor?

2. If you were going to be a television worker, which one would you rather be?

3. Why does television play an important part in today's world?

STUDY GUIDE/WORKSHEET

Community Worker and Helpers, Group 2, IMC, #35-2464+

"Department Store Workers"

I. Directions: Match the jobs in the department store to their role.

1.	Clerk	___a.	A person who decides what the store will sell.
2.	Cashier	___b.	A person who sells things in the department store.
3.	Buyer	___c.	Makes displays for the store.
4.	Shipping clerk	___d.	A person in the store who takes your money.
5.	Decorators	___e.	A person who brings you your food.
6.	Waitress or water	___f.	A person who unpacks the goods when they arrive at the store.
7.	Models	___g.	A person who is in charge of running the store
8.	Manager	___h.	A person who shows new clothes.
9.	Office workers	___i.	A person who keeps records and the accounts.
10.	Night watchman	___j.	A group of people who write ads for the paper, radio and T.V.
11.	Advertising staff	___k.	A person who takes care of the store when all the people are gone.

II. Directions: Answer the following questions in complete statements.

1. What is a department store? _____

_____

2. Name some of the departments you find in a department store? _____

_____

3. What new department store worker have you learned about? _____

_____

STUDY GUIDE/WORKSHEET

Wonderful World of Work, Set II, IMC #35-2457+

"The Telephone Workers"

Part I - Telephone Operators

1. List the 4 jobs in Part I, Operator, _____, _____, _____.
2. Name one career in Part I that you found interesting (and tell why).

_____

_____

3. What skills are required for the above mentioned jobs? _____

_____

4. How does a person move from one job to another? _____

_____

Part II - Equipment Workers

1. What do you have to do to become a good worker?

   a. Be on time
   b.
   c.
   d.

2. What steps did the supervisor have to climb in order to get his present job?

   a. installer b. _____ c. _____ d. _____

   e. _____

Part III - Lineman

1. What jobs are a part of the lineman crew? a. Lineman b. _____

   c. _____ d. _____

2. How does a worker learn the skills to get a job in the telephone company?

_____

3. Why is additional training necessary after high school? _____

_____

STUDY GUIDE/WORKSHEET

Wonderful World of Work, Set II, IMC #35-2457

"Gas and Oil Workers"

Part I

1. List the jobs available as listed in part I:

2. What other jobs were listed?

   Locating oil

3. What things in school helped Jimmy to get his job? _____

   _____

4. What tests were given to Jimmy in order to get his job?

   _____ _____ _____

   _____

5. What skills are needed by a meter reader?

Part II

1. What qualities did Jimmy have to become a repairman?

2. What did Jimmy learn at repairman school?

3. What jobs can Jimmy move up to?

"Gas and Oil Workers" (Cont'd)

Part III

1. What job opportunities are available in the oil industry?

   Oil delivery

2. An oil delivery person must learn.

3. An oil burner serviceman can become.

4. How and when can you get ready for the gas and oil industry?

   How _____

   When _____

STUDY GUIDE/WORKSHEET

Wonderful World of Work, Set III, IMC #35-2458+

"Natural Resources"

1. What is the meaning of the term Agri-Business?
2. List workers associated with agriculture.
3. What things can a young person do to start on an agri-business career?
4. What hobbies and activities lead to life work?
5. What things do conservation workers do?
6. What training is needed?
7. Why is such work important?
8. Make a list of industries that depend on the protection of trees and wild life
9. Explain: "All life depends on agriculture."
10. Explain: "Farming is the backbone of life."
11. Compare farming here to that in the U.S.S.R., and to China.
12. How much food is used every day in the U.S.?
13. Why have farms become larger?
14. Why is education more important today for farmers?
15. List the 3 catagories of minerals and several minerals in each.
16. Why are hobbies important to mining?
17. How important is oil?
18. How can school help you prepare to make your career dreams come true?
19. We never seem to run out of what natural resource?
20. Why is farming called the "backbone of the American way of life?"
21. List, in order, all the jobs involved in getting food from farm to table.
22. List all the products you use in one day that are the result of refined metallic minerals. What jobs are involved?
23. What is meant by, you are never too young and it's never to early to begin a career?

STUDY GUIDE/WORKSHEET

Wonderful World of Work, Set III, IMC #35-2458+

"Health Services: Helping the Healing Hands"

1. What kind of training is needed to become a doctor?
2. How much does a medical education cost?
3. What personal characteristics are needed by a doctor? a nurse? a dentist? a veteranarian? a pharmacist?
4. What are some advantages and disadvantages of being a doctor?
5. If you can't be a doctor, what other kind of medical job could you do if you wanted to help people?
6. What habits formed in school are helpful? What subjects do you need to study in school?
7. What other jobs are related to the same family as doctors?
8. How many ways are there to become a nurse?
9. If you are interested in medicine, what could you do before you leave school to help you decide if this is the type of work you want?
10. What can you do personally to help ease the time and effort a doctor spends at his job?
11. List ten things we can do to keep ourselves healthy.
12. What requirements are needed to become a dentist?
13. Name some other careers related to dentistry.
14. What is an optometrist? an optomologist?
15. What training and personal characteristics are needed to become a veterinarian?
16. How does a medical secretary help people?
17. Make a chart or job tree showing the family of medicine. (Appendix 4, page 100 - 102)
18. List some advantages of a medical career.
19. Discuss how medical jobs have changed over the past fifty years. Discuss how you believe these medical jobs will change in the future.

STUDY GUIDE/WORKSHEET

Jobs in the City: Services, IMC #F-331-14

I. Before viewing

A. Discuss manufacturing and production of goods.

B. Introduce concept of Services as a way of making a living.

C. Activities or things to watch for while viewing.

1. List jobs seen that are services rather than production.

2. Are some jobs partly service and partly goods?

II. After viewing - discussion

A. Follow the review questions in film package.

STUDY GUIDE/WORKSHEET

Jobs in the City - Manufacturing, IMC #F-331-13

Study guide questions:

1. Why does each worker in a factory have only one part of making the completed product?
2. What happens if man on an assembly line does not do his job?
3. What products are manufactured in Racine?
4. What would the disadvantages be of one person trying to make an entire product by himself? (Example, cost, time, materials, etc.)

STUDY GUIDE/WORKSHEET

Jobs in the City - Mass Media, IMC #F-331-16

Vocabulary Words -- (discuss before film)

mass media	transmit	commercial
engineer	engravers	program director
producers	proofreader	

Purpose of the film:

To be used in both career education and in standard social studies. The film exposes pupils (6th grade and junior high) to a job cluster of related occupations. In addition, this film stresses the dignity, rewards and importance of work, and presents situations which allow the teacher to lead discussions on attitudes toward work.

Questions after viewing:

1. What were some of the things that prevented the two boys shown in the beginning of the film from hearing each other?
2. Which of the jobs shown in the film could have been done by a woman?
3. Do advertisements differ from one media to another? If so, how? Are there more jobs involved with one form than with another?
4. Is a newspaper delivery boy important? Why? Does anyone depend upon him? Who?
5. Discuss the importance of mass media in the modern world.
6. Have the students analyze various familiar advertisements as to importance of information presented.

STUDY GUIDE/WORKSHEET

Jobs in the City - Distribution, IMC #F-331-12

Vocabulary Words -- (discuss before viewing)

distribution	manufacturer	dependent
consumer	forklift	pallet
goods	loading dock	

Purpose of the film:

The purpose of this film is manifold. It is designed to give children of the inner-city a film setting they can identify with, while providing rural and suburban children with a glimpse of the life and environment of the inner-city.

Questions after viewing:

1. Do you know anyone who drives a truck, works on a train, works in a warehouse, or sells goods? (discuss)

2. In the film, it said that distribution is getting the goods from the manufacturer to the consumer or buyer. Can you think of any other jobs in distribution that were not shown in the film?

3. Do you have a color televsion set at your house? Can you trace back on the blackboard or on a piece of art paper to show all the people you can think of who might have helped make the T.V. set and helped get it to your house? (Time line concept).

   It might be good to discuss the wages of these workers to help the children realize why the cost of a T.V. or any other product is so high.

4. Do you think that the three men you saw in the film have important jobs? Why do you think so?